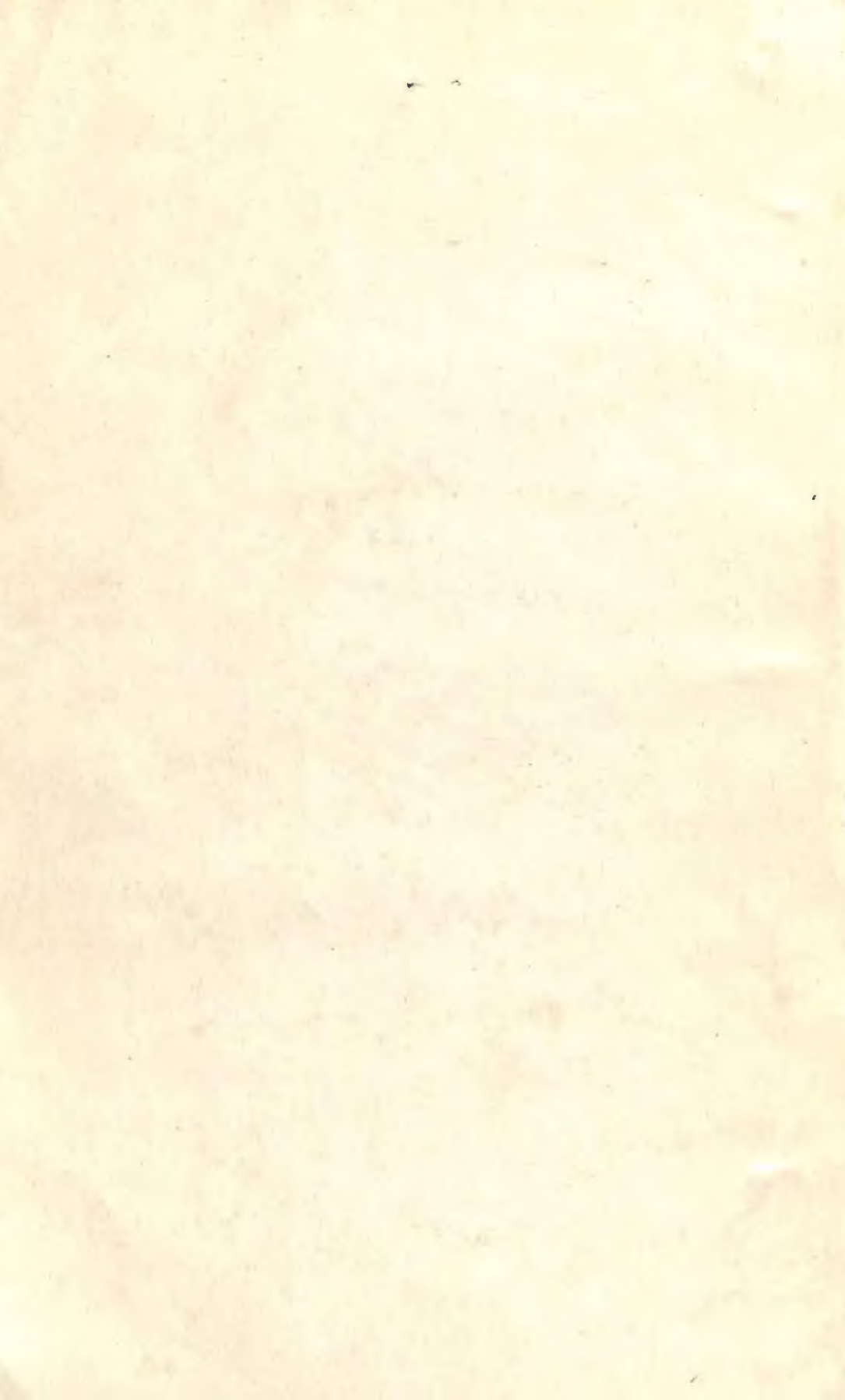


6/2/70

# COMPREHENSIVE EVALUATION IN SCHOOLS

107 (4)  
6/2/70  
Literature  
L. L. L.





4826  
— 7.6.90





# COMPREHENSIVE EVALUATION IN SCHOOLS

H. S. SRIVASTAVA



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

June 1989  
Asadha 1911

P.D. 5T-VK

A.C.E.R.T. West Bengal  
Date 7.6.90  
Acc No. 4826

© National Council of Educational Research and Training, 1989

☐ No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the publisher.

☐ This book is sold subject to the condition that it shall not, by way of trade, be lent, re-sold, hired out or otherwise disposed off without the publisher's consent, in any form of binding or cover other than that in which it is published.

371.26  
SRI

#### Publication Team

C. N. Rao *Head, Publication Department*

Prabhakar Dwivedi *Chief Editor*

Yacub Lakra *Editor*

Vijay Kumar *Assistant Editor*

U. Prabhakar Rao, *Chief Production Officer*

D. Sai Prasad *Production Officer*

Subodh Srivastava *Production Assistant*

Published at the Publication Department by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110016 and printed at Narendra Printing Press, 20, Model Basti, New Delhi 110005



## FOREWORD

In spite of their widely accepted shortcomings, external examinations have survived mainly because of the professed absence of a feasible alternative. But as their management is increasingly becoming unmanageable, it is time that we give a serious thought to this problem.

It is, however, heartening to note that the academicians, who have all along been expressing doubts about the reliability of the results of public examinations and denouncing the omnibus use of the same, have also now started receiving open support from the administrators and the policy makers.

In this background, the proposition of pupil evaluation in and by the institutions, supplemented by selection tests by the employers and institutions of higher education is gradually gaining ground.

I am happy that Professor H. S. Srivastava, Dean (Academic) and Head, Department of Measurement, Evaluation, Survey and Data Processing has made yet another contribution to this field through the present book entitled *Comprehensive Evaluation in Schools* a theme which is one of the focal points of the National Policy on Education, 1986.

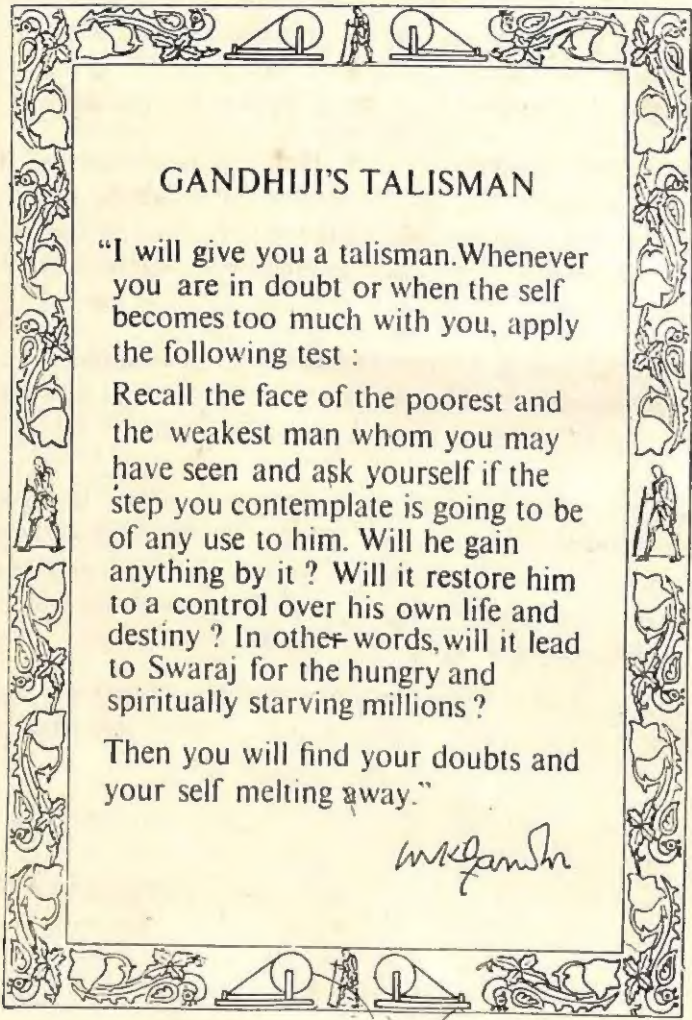
With the potential for giving a new direction to our procedures and practices of pupil evaluation I am sure it is a book of immediate relevance.

P. L. MALHOTRA

*Director*

National Council of Educational  
Research and Training

New Delhi



### GANDHIJI'S TALISMAN

"I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test :

Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it ? Will it restore him to a control over his own life and destiny ? In other words, will it lead to Swaraj for the hungry and spiritually starving millions ?

Then you will find your doubts and your self melting away."

*M.K. Gandhi*



## P R E F A C E

Our educationists have long been taking their tireless strivings as potential means for the all-round development of pupils' personality. A number of well meaning projects were also successfully launched in the past in controlled and formal situations.

Our schemes of evaluation have so far been concentrating mainly on the academic aspects at the cost of the non-scholastic ones. As the schools attempted to develop only those qualities and proficiencies which happened to be evaluated, the non-scholastic areas of pupil growth were almost completely neglected. Thus, the schools also started operating in a situation where the development of interests, attitudes, personal and social qualities, proficiencies in co-curricular activities, etc., were considered extra territorial.

Thus, one of the major criticisms of our system of examinations is that while they cover only a small segment of a pupil's personality, they tend to pass almost irreversible judgments on the whole personality of the child. And since examination results are frequently used indiscriminately in an omnibus manner, even for purposes for which they were not really meant, the situation has become all the more alarming.

It was in this background that the examination reform programme of the NCERT has all along been emphasising continuous and comprehensive evaluation. As one of the concrete strides in this direction, the scheme of Comprehensive Evaluation in Schools was evolved. Rajasthan was the first State to launch an experiment in this field in collaboration with the NCERT and by 1969 the scheme started being practised by all the 2000 and odd secondary schools of the State. Tamil Nadu was the next to launch the scheme on an experimental basis and it is now being pursued by 800 and odd institutions of Tamil Nadu also. The State of Kerala is also currently trying out the scheme in Attingal District. A large amount of materials related to the project was developed in these states in collaboration with the NCERT. Some of it which is already in use has been used in the present document. This will give the users the necessary confidence in the feasibility of the scheme.

As the coverage of the scheme extends to both scholastic and non-scholastic areas, it attempts to cover almost all the aspects of a pupil's

personality. The innovation of the issue of a separate certificate of school evaluation by the school under the seal of the respective Boards of Secondary Education goes further to add weight to the status of the scheme. It has now been increasingly getting popular with the institutions of higher education as also the employers who are constructively helped by this certificate in making suitable selections.

The scheme also now stands endorsed by the National Policy on Education, 1986.

I am grateful to my colleague, Dr. I. K. Bansal for the valuable assistance provided by him in the compilation and scrutiny of the manuscript for bringing it to the present form.

Suggestions for further improving the book are earnestly solicited and will be thankfully received.

H. S. SRIVASTAVA  
*Dean (Academic)*  
and

*Head, Department of Measurement,  
Evaluation, Survey and Data Processing  
National Council of Educational  
Research and Training*

# CONTENTS

	<i>Page</i>
FOREWORD	iii
PREFACE	v
<b>PART I : Theoretical Framework</b>	<b>1</b>
I Historical Overview	3
II Concept of School Evaluation	5
A. The Traditional Concept	5
B. The Modern Concept	6
C. External Examination and School Evaluation	7
III A Model of Evaluation in Schools	9
A. Steps of Evaluation in Schools	9
B. Development of a Model	11
IV A Suggestive Scheme of School Evaluation	15
A. Scheme Outline	15
B. Guidelines for Teachers	18
C. Scheme Highlights	19
V Preparation of Teachers	20
A. In-service Orientation of Teachers	20
B. Pre-service Teacher Education	21
VI Scheme Implementation	22
A. Creation of a Suitable Climate	22
B. Creation of Appropriate Machinery	23
C. Establishing Inter-institutional Equivalence	24
VII The Expected Outcomes	27
<b>PART II : A Handbook of School Evaluation</b>	<b>29</b>
VIII Objectives of the Scheme of Comprehensive Evaluation	31
IX Scope of the Scheme	33
X Organization of Activities	42
XI The Process of Evaluation	54
XII Instructions Regarding Maintenance of Records of Internal Assessment	60
XIII Instructions for Issuing the School Evaluation Certificate	64



<b>PART III : The Tools of Assessment</b>	<b>67</b>
Rating Scales for Evaluating Personal and Social Qualities	69
Rating Scales for Evaluating Interests	75
Rating Scales for Evaluating Attitudes	79
Rating Scales for Evaluating Co-curricular Activities	83
<b>PART IV : Maintenance of Individual Records and Issue of Certificates</b>	<b>117</b>
Record Form for the Assessment of Personal and Social Qualities	119
Record Form for the Assessment of Interests	120
Record Form for the Assessment of Attitudes	121
Attendance in Activity and Its Assessment	122
Personal and Family Background— Information from the Student	127
Information from the Parents	128
Anecdotal Record Form	129
Cumulative Record Form	130
Progress Report	138
Internal Assessment Certificate	143
Bibliography	145

**PART I**

**THEORETICAL FRAMEWORK**





## CHAPTER I

# Historical Overview

Though the idea of comprehensive continuous evaluation by those who teach had been floating in the atmosphere of educational circles for quite some time, a concrete and a formal recommendation in this regard came from the Bhopal Seminar on Examinations (February 22 to 29, 1956). The seminar recommended that internal assessment be provided a weightage of 20% in examinations.

Although a recommendation in the direction of internal assessment was a step in the right direction, the content of the recommendation could not be said to be academically sound.

The main shortcoming of the proposal of the Bhopal Seminar was that it presumed that pupil evaluation in the schools and external examinations test the same abilities and proficiencies, that evaluation through both the approaches can be done in the same terms and that the result of one can be combined with that of the other. These presumptions did not hold the ground because the coverage of pupil growth by external examinations was very small. In fact they tested only scholastic areas of pupil growth and within these also they concentrated basically on convergent thinking. Evaluation in and by the schools, on the other hand, has the capacity of covering almost all the aspects of pupil growth like interests, attitudes, personal and social qualities, proficiencies in co-curricular activities which are all very pertinent to academic performance. Besides, it also provides for a broader coverage of the

scholastic areas of growth by incorporating both convergent and divergent thinking. Thus evaluation in and by the schools which is commonly referred to as internal assessment, possesses the potential of taking into account several of those abilities and proficiencies which account for success in life and which cannot be evaluated through a 2½ or 3-hour external examination.

Notwithstanding the above shortcomings of the recommendation of the Bhopal Seminar it was accepted and introduced in good faith in Bihar, Madhya Pradesh, Punjab and Vidarbha.

The provision was found tempting by unscrupulous elements to exercise their evil genius and they started misusing the honoured privilege by boosting the marks. This was soon detected and internal assessment was withdrawn from all the States that had introduced it one by one. This step came as a great set-back to the prestige of the teaching profession.

This failure of the scheme of internal assessment, however, could not dishearten the academic zeal of the educationists and they continued their search for a more feasible scheme of internal assessment and ultimately they did succeed in developing one.

The new scheme of internal assessment was developed as a collaborative joint venture of the Examination Reform Programme of the NCERT and the Rajasthan Board of Secondary Education, Ajmer. The scheme is now in vogue in all the secondary schools in Rajasthan since 1969. Tamil Nadu is also trying out this scheme since 1974 and it is being experimented in 500 and odd institutions of the State as a preparation for finally extending it to all the schools of the State.

This scheme endeavours to cover both the scholastic and the non-scholastic aspects of pupil growth and provides for the award of a separate certificate of evaluation in and by the schools. This certificate is issued by the school under the seal of the Board of Secondary Education. It, therefore, becomes a natural supplement to the traditional certificate issued by the Board indicating the level of performance of a student in the external examination.

The Framework of Curriculum for the Ten Year School (1975) and the supplementary brochure on Vocationalization of Education in Higher Secondary Schools (1976) both developed by the NCERT are the most recent of the documents that swing the balance once again and very forcefully in favour of internal assessment. These, in fact advocate the ultimate abolition of external examinations and their substitution by a system of comprehensive and continuous evaluation in the schools and by the schools in a phased manner. As these documents are backed by a national consensus the concept of internal assessment is once again in a very powerful position to make a headway and it should be the earnest endeavour of all well-meaning academicians, scholars and administrators to carry it through.

## CHAPTER II

# Concept of School Evaluation

Various concepts of internal evaluation are in vogue. But unfortunately the most common of these concepts is the one propounded by the Bhopal Seminar which has led to the failure of the scheme in the past and we should not refuse to learn from past debacles.

### **A. The Traditional Concept**

A little more detailed analysis of this traditional concept deserves a description here. According to it, out of the total marks devoted to a subject, a certain percentage is reserved for internal evaluation and the rest is left for external examination. Thus, if the total marks were 100 and 20 marks were kept for internal assessment, the external examination question paper carried 80 marks. Teachers/Schools were required to award scores out of the 20 marks. These scores were forwarded to the respective Boards of Secondary Education in each subject for every student, at the close of the session. The Board arithmetically added these marks to the marks a student obtained in the external examination in that subject. The aggregate total of those marks in all the subjects thus became the final score of the student which determined his division. And since examination results and divisions were put to an omnibus use in an unquestioned manner for selection to jobs and admission to courses of higher education, they presented a difficult-to-resist temptation for being meddled with.



## B. The Modern Concept of School Evaluation

*It should be admitted that internal evaluation will, even under ideal conditions, be more liberal than the evaluation done by an external agency.* This magnanimity can, however, be tolerated only within limits. But, in our situation where examinations have assumed a social and economic over-importance, these limits have a definite possibility for displaying a tendency of extending beyond the justifiable boundaries of permissibility.

The new concept of internal evaluation is an attempt at over-coming some of the likely shortcomings in the concept and its implementation. In this endeavour, it recognises :

- that internal evaluation is capable of a much more comprehensive coverage of pupil growth than external examinations can attempt.
- that evaluations attempted by both internal assessment and external examinations (being of different aspects of personality) cannot be made in the same terms.
- that the results of external assessment and internal evaluation cannot and should not be combined.

As the scope of school evaluation extends to almost all the areas of pupils' personality, a two or three hour external examination would certainly prove ineffective in the task, particularly because conclusions about the proficiencies of an individual in respect of many of the areas of the pupil growth can only be arrived at after a considerable period of observations. Furthermore the techniques and tools of evaluation will also be many more than just the written, practical or oral examinations. In fact school evaluation will need to use all the tools of external examinations besides a very large number of those which external examinations cannot possibly press into service. This is because the main areas to be attempted to be covered by internal assessment will be intelligence, physical health, personal and social qualities, interests, attitudes and proficiency in co-curricular activities over and above that in [the scholastic areas. As the very list of the above areas would indicate, they are much beyond the reach of external examinations.

*Internal school evaluation could therefore be defined as the continuous and comprehensive evaluation of a pupil's scholastic and non-scholastic growth, by the teacher, through a variety of techniques and tools for purposes of accomplishing the optimum growth of the pupils through regular feedback.*

A comparison of external examinations and evaluation in schools on some important aspects is attempted below to further clarify the concept of internal assessment.

### C. External Examinations and Evaluation in Schools—a Comparison

<i>Comparison Aspects</i>	<i>Assessment Type</i>	<i>External Examinations</i>	<i>Evaluation in Schools</i>
PURPOSE		Assessment of the level of achievement	Improvement of the level of achievement and growth.
PERSONALITY COVERAGE		Scholastic aspects of pupil growth only (proficiency in subject fields—mainly convergent thinking)	Both the scholastic and non-scholastic aspects of pupil growth—(Intelligence, physical health, personal and social qualities, interests, attitudes, proficiency in co-curricular activities, in addition to proficiency in subject fields in both convergent and divergent thinking.
EVALUATION TECHNIQUES		Written, oral and practical examinations	Observation, interviews, psychological testing, in addition to written, oral and practical examinations.
EVALUATION TOOLS		Questions and question papers	Rating scales, inventories, schedules, profiles, in addition to questions and question papers.
PERIODICITY		In periodical strokes	A continuous affair.
ORGANISATIONAL STRUCTURE		A formal ritualistic ceremony supported by top—heavy and expensive administrative infrastructure	An informal affair built into the total teaching learning programme; operated by teachers as a routine activity.
USES OF RESULTS		Grading, classification, certification (omnibus use for selection to jobs and admission to courses of higher education)	Optimum growth of different aspects of personality through feedback for remedial and enrichment instruction, academic prediction, in addition to grading, classification and certification (to be judged and used specifically and separately for admission or employment).

EXAMINEE STATUS	Just an incognito roll-number	A known individual—a human being.
TEACHER STATUS	Just a mis-trusted tool in the examination machinery	An active and trusted participant involved in the process of pupil growth.

---



## CHAPTER III

# A Model for Evaluation in Schools

With a clearer idea about the advocated concept, it is easy to proceed to develop a theoretical framework of the scheme. We have here an excellent opportunity to exercise the academic freedom we have. The task indeed is an exciting adventure because hardware in education (buildings, equipment etc.) is easier to conceive and procure and press into service if resources are available, but we have in this venture to deal with *educational software* with all the limitations on our resources and manoeuvrability in this ticklish area. *But, it is a very good thing, that we do not have any blueprint to follow, but only a direction to move towards.* This makes it a real challenge.

The problems to be faced in this task, will be both real and apparent but none of these would defy solutions, particularly through academic and administrative measures.

### A. Steps of Evaluation in Schools

Some of the main steps in the development of the desired model for internal assessment could be :

1. *Identification of the areas of evaluation*—This would mean the selection of those areas of pupil growth which are proposed to be covered by the scheme. These areas would need to be analysed and defined in specific terms with a view to obtaining a common understanding about their meaning and scope. As has been mentioned earlier these will be

both scholastic and non-scholastic areas of pupil growth. Those in the former category would be the level of intelligence and the level of academic achievement in curricular areas, while those in the latter fold would include physical health, interests, attitudes, personal and social qualities and co-curricular activities.

2. *Division of areas of evaluation into aspects*—Areas are broad classifications and these would need to be further sub-divided and defined in terms of the aspects of evaluation. For example, if 'Interests' are an area of evaluation they may incorporate 'literary interests', 'artistic interests', 'musical interests', 'cultural interests' as the aspects of evaluation. If necessary each aspect of evaluation may also be explained for purposes of clear and unambiguous understanding and appreciation of their genesis.

3. *Development of evaluative criteria for each aspect of evaluation*—Each aspect of evaluation will have to be evaluated on some specific distinct criteria. These also may be specified and enumerated. For example, in the area of games and sports the evaluative criteria could be regularity, punctuality, cooperation, proficiency, spirit of sportsmanship.

4. *Preparation of evaluation tools*—The next natural step will be to develop tools, which may most appropriately evaluate the various identified aspects on the respective criteria. For example, we may decide to develop inventories in respect of interests, rating scales for personal and social qualities, balanced question papers for assessing the level of proficiency in a subject of study and so on.

5. *Collection of evidences*—This will involve the development of procedures for the effective use of tools.

In this regard some suggestions would need to be given about the planning and organisation of activities, which may provide opportunities to students for the display of certain abilities, qualities and proficiencies and to the teachers for the collection of evidences about different students in respect of them. For example, detailed instructions about the use of anecdotal record forms in the non-scholastic areas and guidelines for the administration and scoring of tests in the scholastic areas may be given. This step will include collecting, recording and compiling evidences about the presence and absence of qualities or proficiencies of individual students through the appropriate use of tools and proformas.

6. *Summarization of evidences*—The evidences of pupil growth so collected in both scholastic and non-scholastic areas, have to be summarized for effective use for purposes of communication and the provision of feedback for optimum growth of the pupils. This will include analysis of the evidences and their interpretation for drawing of conclusions about them, for being finally entered in the *Cumulative Record Card* (For guarding against instances of favour or disfavour, these entries may be

the outcomes of joint decisions of the faculty rather than those by just a single teacher).

Detailed instructions about the preparation of Cumulative Record Cards for preserving all the data about a particular student, which may be a semi-confidential document, will also form a part of this step. In addition to this, the step will also contain instructions about the preparation of *Progress Reports*. This will be a periodical affair aimed at communicating information about the level of growth of students in different areas, to students and their parents with a view to providing effective feedback for accelerating the pace of growth and for improving its level.

Another very important aspect of this step of data summarization will be the preparation of the final *Internal Assessment Certificate*. This could be a supplement to the certificate of external examination. It may be issued by the institution but may carry the seal of the Board during the interim period.

In regard to scholastic areas this may give the mean performance of a student in different subjects, during the past two years. But in respect of the interests, attitudes, personal and social qualities, and proficiency in co-curricular activities, it may give ratings or statements, only in regard to those aspects in which the student has exhibited *positive ratings*. This is a debatable proposition, but the study of the pros and cons of different situations could easily lead to the above conclusion even though it has the evident flaw of hiding the shortcomings of a student and not giving a total picture of an individual, evidences about which we may have. But, as even the student should take the certificate as an asset and as the purpose of a certificate should be to help student rather than to disable him, the certificate may indicate what a student can do rather than what he cannot do. Such an approach to evaluation and its presentation would give the student a sense of satisfaction and not a feeling of frustration.

*7. Uses of results* - The comprehensiveness of the results of internal assessment will enable their wide and varied use. They will be used by the students for improving their performance, by the employers for judging their prospective employees better, and by institutions of higher education for selecting students with the desirable background for their courses. Above all, these results will evoke greater confidence of the laymen, than what they have for those of external examinations.

### **Development of a Model**

The above steps enable us to develop a model for internal assessment. A specimen developed with games and sports on the aspect of evaluation is shown in Fig. 1. Similar ones could be developed with other areas and aspects of evaluation.

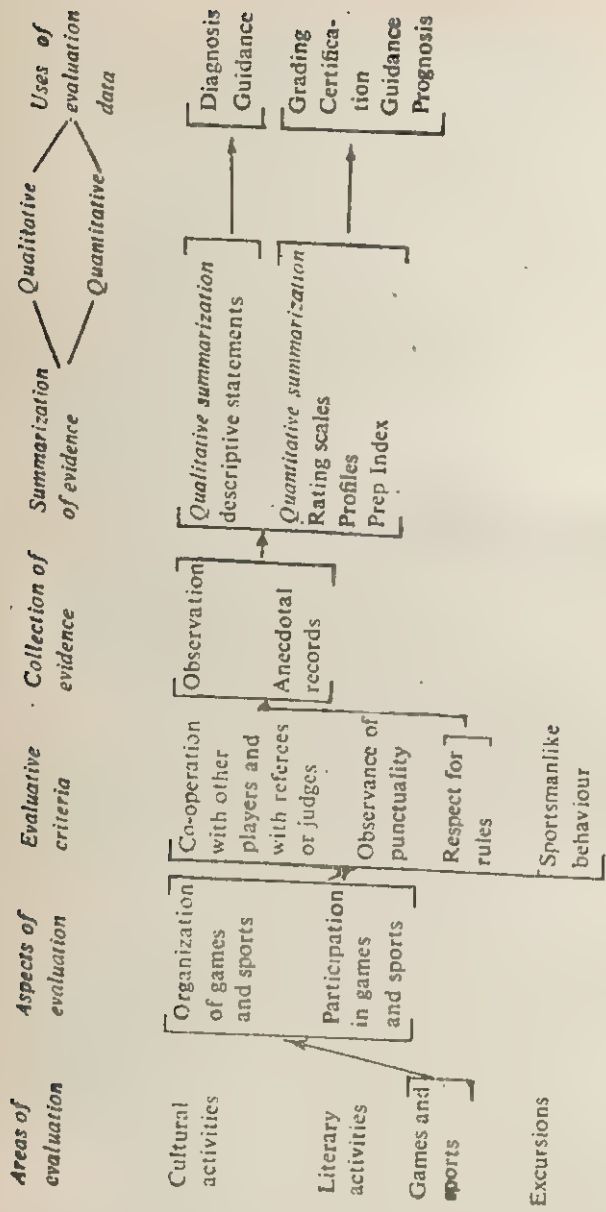


Fig. 1. Methodology of evaluating educational practices.



As we can see from the diagrammatic representation, Cultural activities, Literary activities, Games and Sports and Excursions stand identified as the four areas of evaluation.

Focussing our attention then on 'games and sports', we have identified the organization of activities related to games and sports and participation in them as the two aspects of evaluation.

We have then proceeded to identify the criteria for evaluating the identified aspects of evaluation. These evaluative criteria have been enumerated as co-operation with other players and with referees or judges, observation of punctuality, respect for rules and sportsmanlike behaviour.

The evaluation of two identified aspects on the listed evaluative criteria is envisaged to be done on the basis of evidences collected through observation and anecdotal records.

The evidences so collected would admit of summarization both in qualitative and quantitative terms.

The qualitative summarization will assume the form of descriptive statements, while the quantitative summarisation will be presented in terms of rating scales, profiles and through the Prep Index.

While no hard and fast line of demarcation can be drawn about the use of qualitative and quantitative summarizations, the former would, by and large, be used for purposes of diagnosis and guidance for improving the level of performance and proficiency of a particular student and the latter for drawing inferences about the levels of a student's achievement for purposes of grading, classification, and certification and also in a limited measure for purposes of prognosis.

### **Derivation of the 'Prep Index'**

The term 'Prep Index' is a coined one. Here 'PR' means proficiency, 'E' means educational, and 'P' means practice. Thus the term '*Prep Index*' is meant to convey the idea of an Index of Proficiency in an Educational Practice.

In the derivation of this index, we stand by the steps of the diagrammatic representation. For purposes of evaluation, we evolve a nine-point scale with five points defined for evaluating say 'respect for rules and their observance' among students in games and sports. This rating scale could be developed as follows :

- 
- 8—Always displays respect for rules and abides by them.
  - 7—
  - 6—Seldom displays disrespect for rules or fails to abide by them.
  - 5—
  - 4—Normally displays respect for rules and abides by them.
  - 3—
  - 2—On most occasions, displays disrespect for rules and seldom abides by them.
  - 1—
  - 0—Always displays disrespect for rules and never abides by them.
-

Observation and the anecdotal records in respect of a particular student would enable the teacher to decide on the level (from 0 to 8) of a particular student in respect of the area in question.

Such levels could be determined and listed in respect of each of the four areas of evaluation, viz. cultural activities, literary activities, games and sports and excursions. These ratings could be presented through a profile for better appreciation by a student or by anybody else, as in figure 2 below :

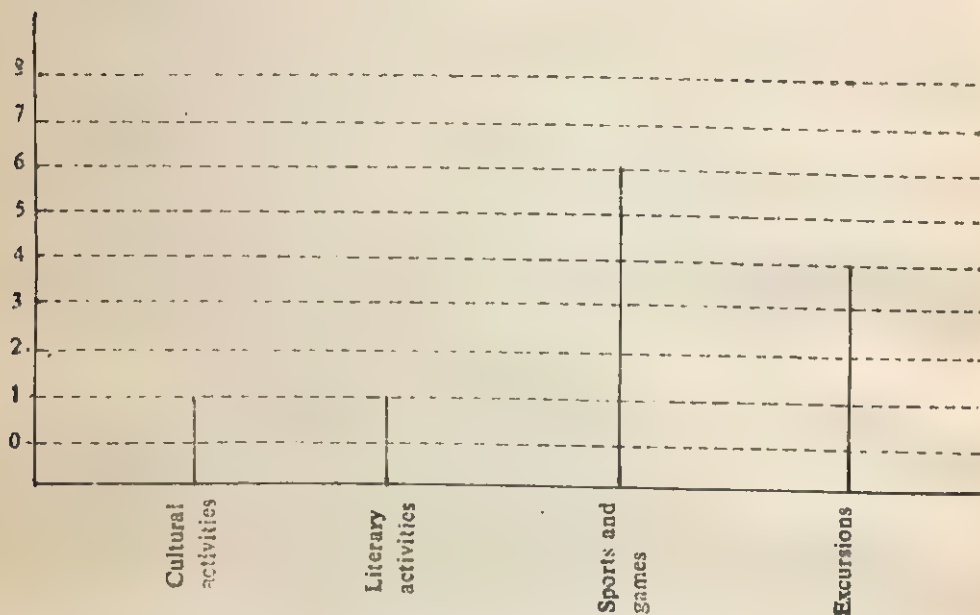


Fig. 2 : Visual profile of an evaluated student.

Suppose we allocate a total of hundred marks to all the four activities with cultural activities getting 25, literary activities 25, games and sports 40 and excursions 10. It is then easy to calculate the Prep Index as per the following method.

TABLE  
Calculation of Prep Index for a particular student.

Co-curriculum activities	Weightings	Score on the scale	Weighted score
1. Cultural activities	25		
2. Literary activities	25	2	50
3. Games and sports	40	2	50
4. Excursions	10	6	240
		4	40
Total	100	14	380

A 'perfect' or maximum weighted score would be 800.

$$\text{Prep Index} = \frac{380}{800} \times 100 = 47.5$$

The Prep Index thus assumes the form of quantitative inference in regard to the abilities and proficiencies which in normal practice we consider for evaluation, by and large, in qualitative terms.

## CHAPTER IV

# A Suggestive Scheme of School Evaluation

While working out any scheme of School evaluation, it will be a mistake to ignore the fact that *subjectivity can only be minimised but not completely eliminated*. But in all such situations we should not leave anything to chance and take all measures to guard against malpractices from creeping in. It is desirable to also reckon the causes of earlier failures with a view to plugging any loopholes for checking their recurrence.

Though mainly an academic exercise, this will require an insight into practical problems. In this venture the involvement of the teachers, who will ultimately be the pivot of its implementation, will be a crucial thing. The curriculum and evaluation experts, the pedagogists and the educational administrators will be other important partners in the task.

The main strength of a scheme of this kind, will lie in the exhaustiveness of its coverage of the personality, the adequacy of the preparations for its implementation, the practicability of its procedural approach, and above all the degree of its utility for optimum pupil growth.

### A. Scheme Outline

Comprehensive and continuous evaluation as required by the scheme would necessitate the use of a large number and variety of unconventional techniques and tools in addition to all the conventional ones. This will be so because different specific areas of pupil growth would submit to

evaluation through certain special techniques. The tools for the collection of data will also vary in a similar manner. The evaluator will be required to select the most appropriate technique for a situation and develop the necessary tools for the same. He will also be required to decide on the periodicity and timing of evaluation. By way of an example the outline of a scheme of school evaluation indicating the areas to be evaluated, the proposed corresponding techniques and tools as also the suggested periodicity of evaluation is given below :

### 1. SCHOLASTIC ASPECTS

#### A. Curricular Areas

- Knowledge
- Understanding
- Application of Knowledge
- Skills etc.

#### *Techniques of Evaluation*

- Written Examination
- Oral Examination
- Practical Examination

#### *Tools of Evaluation*

- Question Papers
- Diagnostic Tests
- Unit Tests
- Standardised Achievement Tests
- Assignments
- Quizes

#### *Periodicity of Evaluation*

- Periodical Tests
- Terminal Tests
- Special Tests

#### *Coverage*

- For all students

#### B. Intelligence

#### *Techniques of Evaluation*

- Paper Pencil Tests
- Performance Tests

#### *Tools of Evaluation*

- Standardized Tests of Intelligence and Abilities.

#### *Periodicity of Evaluation*

- Once a year preferably in the beginning of the year.

#### *Coverage*

- For all students in the schools where facilities are available



## 2. NON-SCHOLASTIC ASPECTS

- A. Personal and Social Qualities** *Techniques of Evaluation*  
 Regularity — Observation  
 Punctuality  
 Discipline *Tools of Evaluation*  
 Habits of Cleanliness — Anecdotal Records  
 Emotional Stability — Rating Scales  
 Initiative *Periodicity of Evaluation*  
 Cooperation — Once every term based on observation of Classroom behaviour  
 Sense of Responsibility — Behaviour in Co-curricular Activities  
 Industry — Other incidental behaviours  
 Civic Consciousness  
 Spirit of Social Service
- B. Interests** *Coverage*  
 Literary — The first four personal and social qualities for all students and the remaining personal and social qualities, interests and attitudes are to be considered for evaluation only in respect of those students in whose cases evidences are available.  
 Scientific  
 Musical  
 Artistic  
 Social Service
- C. Attitudes**  
 Towards Teachers  
 Towards Studies  
 Towards Schoolmates  
 Towards School Programmes  
 Towards School Property
- D. Physical Health** *Techniques of Evaluation*  
 Height — Medical check-up  
 Weight — Observation by the teacher  
 Ratio of Ht. & Wt. *Tools of Evaluation*  
 Chest Expansion — Rating Scales  
 Physical defects, if any — Doctor's own instruments  
 Eye Sight *Periodicity of Evaluation*  
 Hearing — Once every half-yearly  
 Teeth *Coverage*  
 History of diseases, if any — For all students

## ACTIVITIES

- A. Literary and Scientific** *Techniques of Evaluation*  
 Library Reading — Observation  
 Debate *Tools of Evaluation*  
 Recitation — Anecdotal Records  
 Creative Writing — Rating Scales  
 Talks (Speech making)

**Science Club**

The School may organise any other subject clubs and the necessary rating scales may be prepared accordingly.

**b. Cultural**

Drama

Music

Dance

Drawing and Painting

Sculpture

Artistic Embroidery

**c. Outdoor**

Games

Sports

Gymnastics

Swimming

Scouting

N.C.C.

First Aid

Junior Red Cross

Community Service

Gardening

Craft.

**Comprehensive Evaluation in Schools****Periodicity of Evaluation**

—At least once every term.

**Coverage**

—Library Reading for all students and at least one of the remaining literary, scientific and cultural activities for each student.

**Techniques of Evaluation**

—Observation

**Tools of Evaluation**

—Anecdotal Records

—Rating Scales

**Periodicity of Evaluation**

—At least once every term.

**Coverage**

—Games and sports for all students and at least one of the remaining activities for each student.

As could be inferred through a cursory look of the scheme, it is meant for the secondary stage of education. *Similar adapted versions could be developed* for other stages of education.

**B. Guidelines for Teachers**

The development of a scheme has to be supplemented by guidelines for teachers. Such a handbook may contain

1. The details of the scheme.
2. The proposed tools of assessment.
3. Instructions about the assessment of different areas of pupil growth.
4. Suggestions regarding the planning and organisation of activities, that may provide evidences of pupil growth in different areas.
5. Guidelines regarding the collection, compilation, summarisation and interpretation of information on the available proformas, cards, forms meant for the purpose.

6. The procedure of preparing the Cumulative Record Card, the Progress Report and the Internal Assessment Certificate.
7. Suggestions for the development of remedial and enrichment exercises for realising the optimum level of growth for the students.

### **C. Scheme Highlights**

The scheme has an in-built flexibility. Unlike the earlier ones floated in this field, *it does not make it compulsory for all areas of pupil growth to be evaluated in respect of all students.* In fact only those aspects are proposed to be evaluated for which evidences are observed and are available. This flexibility will overcome the mechanical operation of the evaluation requirements as the teachers will not be required to rate all the abilities and proficiencies irrespective of their observation of the same. Evaluation has been made compulsory only in those areas, in which objective evidences can be easily available, and which are considered as a must for every student.

Furthermore, there is a lot of choice available for schools in providing activities. It ensures that even the most ill-equipped of the schools will be able to provide some of these. *The minimum required is within the reach of all schools and students.*

The ready availability of evaluation tools and the proformas for recording evaluation results also *ensures that the work load of the teacher does not increase* beyond his capacity to cope with it. The supporting machinery will also have to be geared to provide the teacher with on-the-spot academic and administrative help in the implementation of the scheme. This will be an added advantage to him as a supplement to the training and orientation which may be provided for better equipping teachers for this task.

Above all, the availability of a uniform scheme, with common tools of evaluation as also a standard procedure of checks and balances (dealt with subsequently) will also *ensure uniform standards* and narrow down the possible inter-institutional variations.

The scheme is also likely to enlist public support because it will be providing students with valuable *feedback for the improvement of performance* rather than passing an irreversible judgement about it. *Open opportunities for improving upon ones earlier performances* is an integral aspect of the scheme.

## CHAPTER V

# Preparation of Teachers

Preparation of teachers for handling this programme will comprise of both in-service and pre-service education.

### A. In-service Orientation of Teachers

No educational scheme can succeed unless the teachers are adequately prepared for executing it and have faith in its worthwhileness. This preparation will presume the visualisation of a realistic scheme and the development of comprehensive procedures for its operational implementation. Teachers will therefore have to be provided orientation about the scheme. For providing orientation, trained resource persons will be necessary. These resource persons could be trained at the state level by the NCERT through its funds. The state level orientation of teachers may be done through such trained resource persons and for this financial provisions will need to be made in the state budgets for education. The whole operation of orientation programmes will have to be very thoughtfully planned. In this process, agencies like the State Departments of Education, State Institutes of Education/State Councils of Educational Research and Training, State Evaluation Units, State Boards of School/Secondary Education, and Teachers Colleges will need to collaborate for providing the manpower, and also appropriately share the financial burden according to their respective resources.



The content of such training/orientation programmes, as could naturally be concluded, will need to incorporate both the scholastic and non-scholastic areas of pupil growth. The development of improved evaluation tools and their appropriate use, will be an important aspect of these courses. In respect of the scholastic areas, this would mean the preparation of objective-based questions and balanced question papers, scoring of scripts, analysis and declaration of results. In regard to the non-scholastic areas, those courses will need to cover the preparation and use of rating scales, inventories, checklists, schedules and the procedures of assessing different areas of personality through them. Training in methods of collecting, recording, compiling and interpreting evidences of pupil growth will be other crucial aspects of these training programmes.

### **B. Pre-service Teacher Education**

Pre-service education of teachers can also not overlook this important area. Core courses of the various teacher training programmes at all levels, will need to include internal assessment as an integral aspect.

The teachers' colleges and schools may also themselves start giving increasing weightage to internal assessment in their programme of evaluation with a view to ultimately doing away with external examinations in teacher education altogether.

S.C.E.R.T. West Bengal  
Date... 7.6.90  
Rec. No. 4826



371.26  
SRI

## CHAPTER VI

# Scheme Implementation

This is not just one of the many steps in the process, but the most crucial one. The procedure to be developed has to be as fool-proof as human ingenuity can imagine, not only for the purpose of making assessment as valid and reliable as possible, but also for allaying the scepticism, doubts and suspicions that infest some minds about bestowing the trust in the teacher's honesty, sincerity and above all his capacity to shoulder the onerous responsibility of passing a judgment about the pupils' proficiencies and potentials.

Many problems and hurdles are likely to come our way in this task but we have to anticipate them and plan academic and administrative measures to overcome them. These problems are likely to be more acute in the situation where it is proposed to *substitute the external examinations through a system of internal assessment*.

The following steps are suggested for ensuring a smooth transition and an effective implementation of the scheme.

### **A. Creation of a Suitable Climate**

This will be a very important factor for the success of the scheme and all possible communication media will need to be pressed into service towards this end. The press and the radio, as also the television will have to play an important role. The measure would also need to *have the vocal support of the governmental agencies and educational organisations*.

In fact they would be required to carry the conviction and transmit it. Another means of accomplishing this will be the publication and circulation of small brochures and monographs and newspaper articles to convince the public mind.

### **B. Creation of the Appropriate Machinery**

The operation of the scheme could be entrusted to the already existing machinery in the State Boards of Secondary Education. With a view to bringing the total school stage under their perview, the name—State Boards of School Education would be more appropriate.

The magnitude of the task, would demand a District Level Nucleus (DLN) for the effective operation of the scheme. The DLN may be a Committee constituted by the respective Boards and may consist of four members. This may be a continuing Committee with one member retiring after a three year term. In the first instance members may start retiring after two years (with some mutual understanding) for initiating the process of rotation. The members of the Committee may be elected from among the Faculty of Schools and Training Colleges/Schools of the District. They may be individuals, in whom the teachers and schools may have confidence. At any one time, the DLN may have one member each representing humanities, social sciences, mathematics and sciences.

Though the programme may be operated, at the district level, the state level coordination, could be done by the State Boards of School Education. With the gradual shift of emphasis, from external examinations to internal assessment, the Boards would also have adequate time and resources for being invested in the scheme of school evaluation.

The functions of the District Level Nucleus (DLN) will be :

1. to provide help and guidance to the schools of the district in the execution of their instructional and evaluation programmes.
2. to supervise the work of the schools through regular and surprise checks.
3. to maintain comparable inter-institutional standards and to bridge the gaps between them.
4. to conduct studies for inter-institutional comparisons.
5. to organise inter-institutional meets for the exchange and development of ideas.
6. to keep in touch with the developments in other DLNs.
7. to execute the state and national level programmes.

The DLN will have to be given adequate administrative powers to implement the schemes of qualitative improvement of instruction and evaluation. It will also have to be provided with adequate funds by the Boards for its varied programmes.

It may be mentioned that *the expenditure on one DLN in each district will altogether be much less than the expenditure incurred by the Boards in conducting examinations.*

The DLNs may be given enough freedom to operate within the framework of the functions assigned to them and may not be burdened with the traditional administrative functions of the Inspectorate.

### C. Establishing Inter-institutional Equivalence

The following measures could prove useful in accomplishing the difficult task :

1. *Adoption of a uniform policy and approach to school evaluation*—This will be the first pre-requisite for the success of the scheme, as it will help check divergences in approach and consequent confusion, which it may bring in its wake. Similarly, in the operation of the scheme, it will make supervision easy and its effectiveness will also be greater. This will mean requiring the institutions of a state :

- a) to follow the same scheme and procedures,
- b) to seek evidences regarding the same abilities and proficiencies.
- c) to use the same evaluation tools in respect of non-scholastic areas of pupil growth.
- d) to use the same principles in evaluating the level of achievement in the scholastic areas.
- e) to use the same proformas for recording, analysing, and interpreting evidences and for reporting them.

2. *Establishing equivalence in academic areas*—While the non-scholastic areas are equally or even more important than the scholastic ones, particularly so far as success in life is concerned, *the concern of people is somewhat greater for the levels of achievement of students in the scholastic areas.* It is in this sector again that they are more anxious to establish equivalence of standards among institutions.

Towards the aforesaid purpose, the following measures may prove effective :

- a) Providing broad guidelines to schools, covering each class and every subject regarding the techniques of evaluation (written, oral or practical examinations) possible to be pressed into service. These *guidelines* may also include the various dimensions of the tools, which may be prepared by the teacher, in terms of a suggestive *design* as also the procedure for arriving at *subject-wise* grades.
- b) Conduct of school examinations by the schools, through the tools prepared by them (on the basis of the broad guidelines) and the use of the discretion of the teachers in awarding grades to the students. The scripts may be discussed with the



students and returned to them. They may, however, be asked to safely preserve them.

- c) *Sample checking of scripts by the DLN*—This will involve the collection of a random sample of scripts from each school and having them re-scored through a panel of central examiners. The grades given by this panel may be made known to the schools and they may be guided about their (higher or lower than normal) standard of grades awarded by them. Specific cases of wide variations may be particularly discussed with the teachers concerned. Thus, in course of time, the gaps in the standard of evaluation by the schools will be narrowed down and uniformity could be achieved in a large measure.
- d) *Surprise inspection of schools by the DLN*—To see that the records of evaluation are being maintained properly and on the appropriate forms and proformas. These inspections will keep the teachers on guard for effectively doing their jobs and provide them with opportunities, for receiving on the spot guidance for the successful implementation of the scheme.
- e) *Term-wise supply of results of evaluation by the schools to the DLN*—It will be in the interest of the health of the scheme to require the schools to supply, after the end of each term/semester, the grades obtained by the students in each subject to the DLN. This provision will check the tendency to cook-up and enter grades of students just once, at the end of the school year and also ensure regularity of assessment on the part of the teachers. These grades will therefore be real and not fictitious and will be those arrived at on the basis of some criterion.

The correspondence of these grades with the test performance of the students will also be subjected to a review by the DLN.

- f) *Study of the evaluation techniques and tools used by the schools*—The schools may also be required to supply to the DLN all their question papers and other tools for study. The DLN may examine them to investigate their correspondence with the broad design provided to them. The schools may be supplied with the analysis of the same done by the DLN for their guidance.
- g) *Conduct of studies and investigations by the DLN*—These will mainly be comparative studies of the instruction and evaluation procedures of schools for providing feedback to them for improving their standards. The data so collected could also subsequently be used for state-level programme comparisons.

- h) *Organisations of periodical inter-school meetings of subject teachers*—Such meetings will provide the schools, with a forum for discussing and solving their problems in instruction and evaluation. All schools will benefit from the experiences of others.

3. *Establishing institutional equivalence in non-scholastic areas* : The procedure of establishing equivalence of standards in non-scholastic areas will be almost similar to that of the scholastic areas.

The main difference will however be in the provision of guidance to the schools and teachers. As specific situations of evaluation are not possible to be repeated or replicated or even preserved for a future reference and review, such guidance to be effective, will have to be in the very process of evaluation. The DLN adviser will, in those situations, have to demonstrate the evaluation procedures and practices while jointly working on the job with the teachers in specific situations. Thus guidance for establishing equivalence of standards in non-scholastic areas will have to be based on on-the-spot guidance and in actual situations.

Such corrective measures are no doubt time consuming and demand a lot of patience and perserverance, but this investment will have to be made for the effective implementation of the scheme.

Another easier process could be to depute teachers from other schools to help those teachers who need special attention and help in this field.

## CHAPTER VII

# The Expected Outcomes

The most important outcome of the implementation will be the kindling of greater faith in the teacher and the teacher in turn will surely rise to the occasion for meeting the challenge of the new responsibility bestowed on him.

The step will also help in dethroning the external examinations from the present omnipotent position where its results are put to omnibus use.

Yet another related gain from this will be the delinking of examination from jobs and future courses of advanced education. This will come to be so when the level of achievement or proficiency in a particular scholastic or non-scholastic area will be indicated independently as separate entities and not just as aggregate.

The process of evaluation being continuous, a really valid and reliable evaluation will become a reality and the chance element that rules the present day examinations, will, it is hoped, fade into insignificance. Examination results will no more carry the influence of accidents and bring surprises.

Being continuous, the process of evaluation will also provide timely feedback to students for improving their performance and thus in a way provide an opportunity to them for self-evaluation and self-improvement.

Above all, the tone of the institutions will change and education will no more remain an easy purposeless pastime.





**PART II**

**A HANDBOOK OF SCHOOL EVALUATION**



## CHAPTER VIII

# Objectives of the Scheme of Comprehensive Evaluation

Education aims at promoting the all-round development of the child. This all-round development involves both the scholastic and the non-scholastic areas of pupil growth. Though all good schools have been doing something to help their pupils grow in the non-scholastic areas like health, character traits, interests, attitudes through co-curricular activities but because our examinations take cognisance of the scholastic area only, all the attention and efforts of both teachers and pupils are primarily concentrated on this area alone. Thus our present day education against its profession of seeking to promote the all-round development of the child, lays in actual practice, more or less exclusive stress on the scholastic aspect only.

The aim of the comprehensive evaluation scheme is to make good this deficiency by putting adequate emphasis on the non-scholastic areas also and thus contributing to the development of all the aspects of a child's growth to their optimum potential.

This scheme like examinations does not seek to classify the pupils into grades but aims essentially at their alround improvement or development. Assessment is done from time to time with the aim of discovering the pace of their progress, their strengths and weaknesses and then for taking on that basis, necessary steps for bringing about the desired growth.

Assessment is thus a means to an end and not an end in itself. It is done internally at the school level and not by any external agency.

Thus the scheme, in addition to stimulating the pupil's scholastic growth, aims at promoting his health, developing in him essential personal and social qualities, building desired attitudes, helping him to cultivate his interests and providing opportunities to him to participate and acquire skills in various co-curricular activities.

Every school ought to adopt a minimum programme for the development of students committed to its care. The scheme envisages, therefore, that each student be given opportunities for participating in physical exercises and games at least twice in a week and in the creative or aesthetic or intellectual activities at least once a week. Through these activities each student should be helped in developing personal and social qualities and attitudes.

Opportunities and facilities for physical, intellectual and cultural activities are not uniformly available in all schools. In fact, it is not possible for every school to provide every student with facilities for games, sports, hobbies or other creative activities of his choice. The intention of this scheme is to encourage each school to explore and exploit facilities in the school and the community and help the school children to utilise them.

As soon as a student is admitted, information about his bio-data and family background should be obtained. The bio-data should cover information regarding his health, mental and scholastic achievement, interests and personal and social qualities. The level of attainment of a student at the time of his admission will serve as a bench-mark. It will also form the base on which the personality of the pupil will be built. The scholastic attainment of the student during his stay in the school will be ascribed to skilful teaching in the class, but the credit for the development of his physical, personal and social qualities and attitudes will mainly go to the implementation of the scheme. This scheme may be rated successful to the extent it develops the qualities of head and heart in a student.

The process of assessment in various areas covered under this scheme is also aimed at continuous improvement and growth of the pupils. The data recorded at the end of each term should indicate the milestones of progress covered by each student. The progress shown in the succeeding term should be compared with that of the previous one.

In brief, it can be said that the scheme is a programme for the all-round development of a student's personality. Selection of activities under the scheme, procedures of assessment and the methods of keeping records to be employed under the scheme should also emanate from the central or overall objective of the harmonious growth of the child.



## CHAPTER IX

### Scope of the Scheme

As has already been mentioned earlier the programmes of a school should be framed that they help in to developing the total personality of the child. In pursuance of this objective the areas in which the activities are to be organised are :

1. Physical Health.
2. Mental and Scholastic Achievement.
3. Personal and Social Qualities.
4. Interests.
5. Attitudes.
6. Co-curricular activities.

#### **1. Physical Health**

It goes without saying that physical development of a student is no less important than his scholastic achievement. Mental development and physical growth go hand in hand. For example, if a student is irregular in his studies due to illness, his scholastic progress is likely to be hampered. Sometimes, it is also seen that physical handicaps become the main determinants of maladjustment among pupils and may contribute to anti-social dispositions.

Proper development of the body is a sine-qua-non (an indispensable condition) for the full growth of the mind. It is, therefore, necessary

that, as far as possible, students should be examined by qualified doctors twice in a session (July and January). If this facility cannot be provided, general information about health e.g. height, weight, chest measurement (normal and expanded) and general condition of health should be obtained twice in every session. The data should be filled in the Cumulative Record Card. In addition to this general information, physical disabilities and diseases e.g. defective vision, dirty teeth, deafness etc. which the teacher can detect at his own level, should also be noted in the Cumulative Record Card.

The aim of the Scheme is not only to locate the defects but also to suggest remedial measures. Hence, information about the bodily handicaps and diseases should be communicated to parents, or guardians so that they may take suitable measures to remedy the ills, from which their wards suffer.

## **2. Mental and Scholastic Achievement**

The level of intelligence of a student and his scholastic achievement are closely interlinked. Intelligent students possess greater learning capacities than their less fortunate counterparts. Students, who are intelligent, require teaching material of a higher level and are able to understand abstract concepts without much use of material aids. But this does not imply that the scholastic achievements of an intelligent student will be in proportion to his intellectual potentialities. His actual achievement may fall short of his innate abilities due to poor family background, personality maladjustments, emotional disturbances or other factors. On the other hand, the slow and the retarded students need simplified instructional material and adequate use of teaching aids. But some enthusiastic teachers expect too much from the weak and retarded pupils. The poor performance of the intelligent students and too high expectations from the slow-learners are both harmful. The former condition is harmful to the society also, as intelligent students do not grow to the optimum level, which their potentialities warrant. In the latter case, the students have less ability but too much is expected of them. This gives rise to lack of interest, fear, anxiety and even undesirable complexes.

An efficient teacher identifies the mental level of individual students and adapts his teaching accordingly. From the above analysis we may arrive at the conclusion that administering of intelligence tests in schools will be useful for identifying individual differences but this has to be done only by trained persons. There is a dearth of such persons in our schools. Hence it is essential that only those schools which have trained and experienced teachers use these tests. If they are used by quasi-trained persons, the results can be disastrous.

It is an important duty of the teacher to guide his pupils towards better scholastic achievement. For this it is necessary that he should be con-

versant with the procedures and techniques of preparing and applying diagnostic tests and adopting suitable remedial measures for recuperating pupils' weaknesses. He should have a clear conception of the aims of teaching, and skill in the use of appropriate teaching-learning procedures. In previous years much stress was laid on memorising of facts by students but now the emphasis has shifted to understanding and applying them under new conditions and on acquiring related skills. The teacher is, therefore, required to employ appropriate methods of teaching suited to the particular objective of teaching and the needs of the students.

The objective-based approach is also applicable to the modes and procedures of evaluation. The present system of examination is objective centred. Its primary objective is to diagnose the difficulties of pupils under each category of objectives and to evolve suitable measures with a view to filling-in the gaps in knowledge, skills and understanding as discerned from their results. This also implies that the examinations should be spread over the whole year and the practice of declaring a student successful or dubbing him as a failure on the basis of the results of only the annual examinations should be given up or discarded. In the old system the promotion of a pupil to the higher class was based only on his performance in the annual examination. It has to be replaced by frequent periodical tests. The weightage of these tests and examinations could (for example) be as under :

Three periodic tests	15%
Half Yearly Examination	35%
Annual Examination	50%

The results of the tests and examinations should be interpreted as suggested below :

- (1) Marks obtained by students in the test or examination should be compared with those secured in the previous test or examination with a view to finding out whether the progress of a student is satisfactory or not. If there is any deterioration instead of progress, diagnostic tests should be administered and remedial measures employed so as to ensure continuous progress of students.
- (2) It is necessary to analyse the answer-books of individual students minutely. Such an analysis is all the more important in case of weak students to help them solve their difficulties.

### **3. Personal and Social Qualities**

Personal and social qualities are an integral part of a pupil's personality. The development of these qualities has a special significance in inculcating a democratic outlook in our pupils. Hence it is obligatory on the part of the school to provide opportunities which help the students in imbibing these qualities.

A long list of personal and social qualities can be drawn up, but for our purpose the eleven qualities identified in the scheme appear to be sufficient. These qualities may be divided into two categories. Category A covers the first four qualities and Category B the rest of the seven. Qualities mentioned under Category A should be constantly assessed and each school would need to maintain assessment records, compulsorily for each individual student, in respect of each term. Assessment of qualities mentioned under Category B is, however, optional because all the schools may not be in a position to draw up a programme of suitable activities for inculcating these qualities. The basis of assessment of these qualities will be Anecdotal Records. The importance of these qualities in the present and future life of students will be clear from the specifications of each quality given below :

**Personal and Social Qualities :**

Category A (In regard to these qualities described below every student is to be assessed at least twice in a session).

**(1) Discipline**

- (A) Observes rules and regulations.
- (B) Respects the decisions of the group.
- (C) Does not wilfully harm others or damage any property.
- (D) Is courteous.
- (E) Accepts the role assigned to him/her.

**(2) Punctuality**

- (A) Keeps to time.
- (B) Observes appointed time.
- (C) Turns in tasks or assignments in time and not late.

**(3) Regularity**

- (A) Sticks to the schedule of work.
- (B) Has a set routine in respect of time.
- (C) Does not work by fits and starts.

**(4) Habits of Cleanliness**

**(A) Personal Cleanliness :**

Keeps his person and dress clean.

**(B) Social Cleanliness :**

Keeps his class, school and other places clean.

Category B (Assessment of these qualities in respect of all the students is not essential. If assessment is done at all for some or all the qualities, it should be done on the basis of reliable evidences. It is the duty of schools to provide ample opportunities for the development of the following qualities before undertaking any assessment programme in respect of them).

**(5) Emotional Stability**

- (A) Not easily excitable.



- (B) Does not get perturbed easily.
- (C) Not easily irritable.
- (D) Controls passion.
- (E) Has a high level of tolerance.
- (6) *Sense of Responsibility*
  - (A) Is conscious of ones duties.
  - (B) Works sincerely.
  - (C) Does his work by himself.
  - (D) Is dependable.
- (7) *Initiative*
  - (A) Thinks on his own.
  - (B) Decides on his own.
  - (C) Plans on his own.
  - (D) Acts on his own.
- (8) *Industry*
  - (A) Works hard.
  - (B) Takes pains to complete the assigned work.
  - (C) Puts forth his best into the work on hand.
  - (D) Does not waste his time.
- (9) *Co-operation*
  - (A) Is willing to work with others.
  - (B) Works towards the common goal.
  - (C) Tries to help the group to achieve the goal.
  - (D) Subordinates his own interest to group interest.
  - (E) Is sociable.
- (10) *Spirit of Social/Community Service*
  - (A) Works for the good of the group.
  - (B) Is considerate to others.
  - (C) Helps the needy.
  - (D) Volunteers in health and relief drives.
  - (E) Volunteers to join social organisations.
- (11) *Civic Consciousness*
  - (A) Respects the national flag, national emblem, the national song and the Constitution of India.
  - (B) Stands in queues and encourages others to do so.
  - (C) Keeps his surroundings clean and prompts others to do so.
  - (D) Obeys the rules of the road and encourages others to do so.
  - (E) Takes initiative in reporting accidents to the police etc.

Three to five specifications of each quality have been given. The students have to be assessed in the light of these specifications.

#### **4. Interests**

Like personal and social qualities, interests also constitute a significant area of personality development. Every student reveals his interests through his behaviour. When interests are cultivated, creative talents get chances of expression. This promotes self-reliance also. Some students in their later life may also take up professions in keeping with their interests. Hence, there is a need to provide ample opportunities in schools for the development of interests. The scheme envisages five areas related to interests viz. literary, artistic, musical, scientific and social service. Our primary aim should be to find out the interests of students and help them develop at their pace and in the directions they feel instinctively inclined. It is not expected that every student in the class will be interested in all the five areas but the possibilities are that each student might have at least get an opportunity to pursue one interest.

It is also likely that some students may have more than one area of interest. It is imperative on the part of the school to provide avenues for the development of interests. Remarkable achievements of pupils in the area of interests are to be noted in the Anecdotal Record Form and on the basis of these records entries may be recorded in the certificate under the column of special achievement.

The sphere of interests is very broad but only five areas of interests have been identified and desirable traits of each of them drawn up below.

##### **1. Literary Interests**

###### **A. Reading**

1. Is a member of other libraries.
2. Borrows books from others.
3. Purchases extra books, periodicals etc.
4. Collects quotations, lines of poems etc.
5. Reads about writers and poets.

###### **B. Writing**

6. Writes articles, reports, stories etc.
7. Composes poems.

###### **C. Speaking**

8. Makes speeches on different occasions.
9. Participates in debates and discussions.
10. Recites poems.
11. Tells stories.

###### **D. Miscellaneous**

12. Listens to literary programmes on the radio.
13. Attends literary functions.
14. Maintains a literary album.
15. Appreciates literature and literary activities.
16. Meets or likes to meet writers and poets

2. *Artistic*

1. Draws designs, pictures, sketches, portraits etc.
2. Paints pictures, portraits, designs etc.
3. Makes artistic things.
4. Arranges things artistically.
5. Maintains an art album (pictures, paintings, cartoons etc).
6. Collects things of artistic nature.
7. Appreciates things of art and beauty.

3. *Musical*

1. Listens to music (vocal or instrumental).
2. Sings individually or in groups.
3. Plays on musical instruments.
4. Watches dance performances.
5. Takes part in music and/or dance performances.
6. Appreciates good music and dances.
7. Reads literature on music.

4. *Scientific*

1. Reads science literature.
2. Prepares charts and models relating to science.
3. Improvises science apparatus.
4. Takes part in science club activities such as devising apparatus, preparing diagrams, contributing to magazines on scientific topics etc.
5. Collects material pertaining to science such as insects, skeletons, museum specimens, etc.
6. Maintains a herbarium, aquarium.
7. Visits places of scientific interest.
8. Listens to science talks on the radio.
9. Meets or likes to meet people working in the field of science.
10. Appreciates inventions and discoveries.

5. *Social/Community Service*

A. *Inside the School :*

1. Helps in the organization of school functions.
2. Helps in the maintenance of school discipline.
3. Helps in the maintenance of school cleanliness.
4. Undertakes voluntary physical labour for the school.

B. *Outside the School :*

5. Volunteers to be a member of voluntary organizations or ventures for social service.
6. Participates voluntarily in activities such as fairs, social functions, adult education classes etc.

- C. In the Locality :
  - 7. Keeps the locality clean.
  - 8. Is respectful to elders.
  - 9. Takes part in the programmes of the locality.
- D. Miscellaneous :
  - 10. Readily extends help to others whenever approached.

## 5. Attitudes

A very significant dimension of a pupil's growth is the development of the right type of attitudes. The teacher can make a substantial contribution in this area both through example and precept. Planned and concerted efforts have to be made by him for developing desirable attitudes in pupils. They should meet from time to time, exchange notes and discuss ways and means of developing desirable attitudes and do their best to achieve the aim. The purpose of the assessment of different attitudes is not only evaluation but also the development of right attitudes. Desirable behaviours related to each attitude have been given below :

- (1) *Attitude Towards Studies*
  - (A) Listens to the teacher attentively in the class.
  - (B) Puts forth problems for solution before the teacher in the class.
  - (C) Is curious to learn more and uses libraries and other sources of information.
- (2) *Attitude Towards Teachers*
  - (A) Is respectful in his behaviour with teachers in school.
  - (B) Does odd jobs for teachers whenever there is an occasion.
  - (C) Is respectful to teachers outside school.
- (3) *Attitude Towards School Programmes*
  - (A) Participates in games and sports.
  - (B) Participates enthusiastically in cultural programmes.
  - (C) Contributes to literary activities.
  - (D) Helps in the organization of school programmes.
- (4) *Attitude Towards School Property*
  - (A) Keeps the furniture, doors and windows of the class clean.
  - (B) Does not break the class and school furniture.
  - (C) Prevents others from damaging school property and reports about it to the teacher and headmaster.
- (5) *Attitude Towards School Mates*
  - (A) Helps school mates in their need.
  - (B) Cooperates with school mates in joint ventures.
  - (C) Is considerate and polite with school mates.
  - (D) Mixes with school mates of all economic strata.



## **6. Co-curricular Activities**

For the all-round developments of students, classroom teaching is not enough. It is very essential for the school to organize and for the students to participate in co-curricular activities for this purpose. The following activities are included under this head in the scheme.

### **Category 'A'**

It could be made compulsory for every student to take part regularly in at least three of the following activities.

1. Library Reading.
2. Debates.
3. Creative Writing.
4. Recitation.
5. Talks (speech making).
6. Drawing and Painting.
7. Artistic Embroidery.
8. Dramatics.
9. Music.
10. Dancing.
11. Club Activities (Science club, Commerce club etc.)
12. Craft.

### **Category 'B'**

It could be made compulsory for every student to take part in games and sports and at least one of the following activities.

13. Games.
14. Sports (i) Track events.  
(ii) Field events.
15. Swimming.
16. Gymnastics.
17. Scouting.
18. Community Service.
19. First Aid/Junior Red Cross.
20. Gardening.

If a school so desires and can manage, it can start any other activities also. Directions about organization of these activities are given in Chapter X.

## CHAPTER X

# Organization of Activities

The term organization includes all stages involved in the process of implementation of a programme. When we organize any activity, we have to think ahead about the possible problems that are likely to come up in its implementation. In addition, we have to make all necessary preparations for mobilising resources both human and material in advance. Different activities have to be organized under the scheme. To implement them successfully, we have to anticipate all the stages, from the stage of planning to the stage of evaluation, and equip ourselves to meet the eventualities and emergencies arising at each stage. The following points may be kept in mind from the beginning of the session for the successful implementation of the scheme.

The growth or development of the child in six areas has been suggested under the scheme. These areas do not, however, necessarily imply distinct programmes and activities. For example, for the development of personal and social qualities, attitudes and interests, it is neither possible nor desirable to evolve distinct and separate programmes. The organization of co-curricular activities is the most important provision through which the pupil can be helped to develop his physique as well as personal and social qualities, attitudes and interests. The improvement of the pupil's health, formation of attitudes, inculcation of personal and social qualities and fostering of creative expression can be

attained mainly with the help of co-curricular activities. This chapter deals mainly with directions in regard to the organization of co-curricular activities.

Besides the co-curricular activities a brief reference is also made to scholastic activities which also constitute an integral part of the comprehensive internal assessment scheme.

### **ACTIVITYWISE ORGANIZATION**

#### **Physical Health**

For the scholastic achievement of a pupil his physical health is of prime importance. Physical and mental development go hand in hand. Schools should do their best in the area of physical education and health, which, unfortunately, gets only a secondary place in schools. As has already been hinted in the last chapter, as far as possible, every pupil should be examined by a qualified doctor twice in a session, i.e., in July and in January. If this facility is not available, a general examination of health in respect of height, weight, chest measurement and physical defects and diseases like weak eyesight, unhealthy teeth, deafness should be done at the school level. Even school teachers can do this fairly well. It is essential for schools to prepare plans for physical examination according to their own resources and facilities. The Headmaster should ask teachers to examine from time to time, nails, teeth, hair and general health of the pupils while they are attending the general assembly or returning to classrooms from there. This information should also be entered in the pupil's Progress Report and sent to parents for remedial action.

All this has to be done in a planned manner. The Headmaster should prepare a plan in the beginning of the session. It will be better for the sake of convenience, if the class teacher also remains present at the time of health examination. He should record the result of this examination in the Cumulative Record and communicate through Progress Reports suggestions to the parents. It is essential to get the different facets of student's health examined at least twice a year.

#### **Mental and Scholastic Achievement**

Intelligence Tests should be used in the schools which have the facilities and trained persons. The two types of tests could be used by the schools—verbal and non-verbal. Where facilities are available, Intelligence Tests could be administered to students in the beginning of the session. In addition to the Raw Scores obtained through these tests, Standard Scores should also be found. On the basis of the latter, the students should be divided into different categories. The category in which a pupil is placed should be compared with his scholastic achievement. There may be a considerable difference between the two. For example, a pupil with a high degree of intelligence may have low scholastic achievement. In such cases, the teacher should take immediate steps to

find out the reason for this difference. The category in which a pupil has been placed on the basis of an Intelligence Test should be kept a secret by the Headmaster.

It is the prime duty of a teacher to help the pupil in his scholastic development. In the past importance was given to memorizing of facts but now the emphasis has shifted to the understanding of facts, using them in new situations and developing appropriate skills etc. To fulfil this aim teachers now prepare objective-based unit tests and question papers. They should maintain a file of good objective-based questions and unit tests of different types such as essay type, short answer type, very short answer type and objective type.

Schools hold examinations on the dates given by the Education Department. It is suggested that the three periodic tests for students should be held on the same pattern as is fixed for the Half Yearly Examination and the Annual Examination. For conducting these tests, the time table, seating arrangement, invigilation duties and the pattern of question papers etc. should be of the same type as that of the Half Yearly or the Annual Examination. As far as possible, there should be separate answerbooks for each periodic test in each subject. There may be three periodic tests, one Half Yearly Examination and one Annual Examination in each subject. These will be in addition to the day-to-day informal evaluation for diagnostic and remedial purposes. The proportion of marks for these tests and examinations could be as under :

Three periodic tests	15%
Half Yearly Examination	35%
Annual Examination	50%

As soon as a test or examination is over, subject-wise maximum marks and those obtained by the pupil should be filled in the Progress Report and sent to the parents. The achievement of the pupils in the annual examination should be entered in the Cumulative Record too. There are additional columns in the Cumulative Record for students who fail in the examination and study in the same class again.

Besides these tests and examinations, teachers should have some more informal tests as mentioned above, for example : (i) After teaching a unit he should give a test based on that unit. Thus, he will be able to know about the achievement of his pupils in that unit. (ii) He may also give a unit test in the form of home assignment and the answers can be discussed in the classroom. (iii) He may ask oral questions on the unit.

### **ORGANIZATION OF CO-CURRICULAR ACTIVITIES**

Mere classroom teaching is not sufficient for the alround educational growth of a pupil. Co-curricular activities are an effective means towards the end.

Realising the importance of these activities for the alround deve-

lopment of the students, educationists have stressed the need for giving them as much importance in the school programme as is given to classroom teaching.

Co curricular activities have a two fold importance in scholastic and non-scholastic areas. On the one hand they supplement the curriculum and on the other they help in developing those abilities which are essential for success in life. These activities are broadly classified under two categories; category one includes activities which will mainly provide creative expression and activities under the second category are mainly for physical development. Each student could be required to choose at least one activity from each category.

### **Creative Activities**

#### **Literary**

1. Library Reading
2. Debate
3. Creative Writing
4. Recitation of poems
5. Talks (speech making)
6. Drawing and Painting
7. Artistic Embroidery

It may be compulsory for every student to take part regularly in at least one of these activities

#### **Cultural**

1. Dramatics
2. Music
3. Dancing
4. Club Activities  
(Science Club,  
Commerce Club,  
Literary Club etc.)
5. Craft

If a school so desires, it can start any other creative activity also, provided that the newly introduced activity caters to the creative urge of pupils and the school commands adequate resources to implement it.

### **Activities for Physical Development**

1. Games
2. Sports
  - (a) Track events
  - (b) Field events
3. Swimming
4. Gymnastics
5. Scouting
6. Community Service
7. First Aid/Jr. Red Cross
8. Gardening

It could be made compulsory for every student to take part in Games and Sports and in at least one of these activities.



Schools have two major responsibilities in the organisation of above type of co-curricular activities.

- (1) To ensure that every student gets an opportunity for taking part in the activities, chosen by him/her and participates in them.
- (2) To plan and phase out each activity in terms of programmes for the whole session with specific details of programmes for each term and every week.

### **Guidelines for Ensuring Requisite Pupil Participation in Co-curricular Activities**

- (A) In the beginning of each academic session every student should be asked to choose 2 or 3 activities in order of preference from among the literary, cultural and club activities. Similarly they may be asked to identify the games in which they would like to participate.
- (B) Schools should prepare a 'Time-table of Activities'. Efforts should be made that every student gets a chance to participate at least in the prescribed minimum number of activities according to his preference.
- (C) Students should be grouped activity-wise. The grouping of students for participating in different activities will depend upon the nature of the activity and the number of students opting for it.

### **Guidelines for the Planning of Co-curricular Activities**

- (A) The number of activities organised in a school will have to be determined by the resources available such as playgrounds, games material and the proficiency level of the staff in the activities concerned. But the minimum number of activities should be such that every student is able to participate regularly (a) in one creative activity once a week and (b) one of the games twice a week.
- (B) Literary, cultural and club activities could be organised during school hours on every Saturday in the last two periods (in a six-day school week). Other activities could be organised in the games period after school hours.
- (C) After school hours, activities can be organised in the following way :

Games	Six days a week
Sports	" " "
Swimming	" " " (if resources permit)
Gymnastics	" " "
Community service	Two days a week
Scouting Activities (Scouts and Guides).	Two days a week

- (D) The teacher in-charge of each activity will be responsible for planning, execution and assessment in the activities. Of course, other teachers will also co-operate.
- (E) In the beginning of each session, every school should plan co-curricular activities in terms of the year, months, weeks and days. The teacher in-charge of every activity, will be required to draw up the yearly, monthly and weekly plans for the activity in his charge. An overall plan should also be prepared on the basis of the plans for individual activities.
- (F) All the Literary, Cultural and Club activities can run simultaneously in the school time in the last two periods of Saturdays and all the students may be required to take part in at least one of them.
- (G) It is necessary to maintain a record of attendance of students participating in different activities and steps should be taken to ensure regularity of attendance.

### **Activity-wise Guidelines**

#### **1. Debate**

As has been mentioned earlier, this activity has to be organised on every Saturday, during the last two periods. This activity has two aspects:

- (1) giving practice to students in the art of debating; and
- (2) determining the quality of their performance.

After giving practice on every two or three Saturdays, competitions can be arranged. The students could be rated on the basis of their performance in these competitions.

One group should not consist of more than 30 students to ensure that every student opting for the activity gets the opportunity of participating in it. At the rate of 10 students per turn, all the 30 students will be covered once in three weeks. If there are more than 30 students opting for this activity, there should be more than one group and they can carry on their activities simultaneously.

#### **2. Creative Writing**

This may include writing of essays, stories, one act plays, composing of poems, critical examination of a piece of prose, poetry etc. This ability, even though present in some students, remains dormant unless proper opportunities are provided to bring it out and develop it. Development of this ability will require special efforts on the part of the teacher in-charge of this activity.

If the teacher starts bringing out every month or once in two months a class manuscript magazine or a wall magazine, the students will get the required opportunity. The students endowed with this particular

ability will feel encouraged to write or compose something and thus gradually acquire some proficiency in the art of creative writing.

When the students opting for this activity meet on Saturdays, the teacher will have to guide them to write something on their own for the class manuscript magazine. He should assign specific work to each student and supply necessary reference material. A discussion on one Saturday can be followed by actual creative writing by students on the subsequent 2-3 Saturdays. Competition can be held in different aspects of creative writing at the class or school level. This group need not necessarily be small. It can consist of even more than 30 students for every student will be doing something on his own, after he/she has received guidance from the teacher. An unusually big group, however, will not be conducive to qualitative output for want of teacher's personal attention.

### **3. Recitation**

This activity encourages students to learn useful and inspiring quotations, sayings, poems and prose passages and to acquire the ability to recite them impressively before others and thus have the satisfaction of self-expression.

The teacher in charge should suggest such material from various sources such as textbooks, original works of great authors or anthologies, as may be inspiring and useful to students and give the necessary practice in reciting them impressively. This material may be in the mother tongue, a classical language or a foreign language or in all these languages. Competitions may also be arranged for this activity from time to time and the pupils rated on their performance.

### **4. Drawing and Painting**

This includes sketching, use of different colours, display of designs etc. Through this activity the teacher may try to develop the imagination and creativity in pupils. Under this activity, pupils can be taken to different places and they can paint some natural and historical scenes as also imaginary ones. Thirty to 35 students can be included in a group.

## **Cultural Activities**

### ***Dramatics, Music and Dancing***

Though these activities are very essential for the self-expression of students, they have not received the required attention in school programmes. Cultural programmes are organised in schools once a year or in some cases more than once, in which only a few students participate.

The Scheme of Comprehensive Evaluation in the Schools envisages that schools would provide opportunities to all such students as opt for one or more of these activities. These opportunities should be

properly utilised by the incharge teachers both with a view to giving practice to the students concerned in dramatics, music and dancing and for organising cultural shows periodically where these students can display the skills and proficiency acquired by them.

The teachers will be required to select dramatic pieces, musical items and dances and assign to each student the task he has to do and guide him. In a month three Saturdays can be devoted for practice and the fourth one for actual display through an in-house cultural show or otherwise.

It is not necessary to organize cultural shows of about an hour's duration during the last two periods of the fourth Saturday. They can better be staged in the evening on that day on the school stage. Inter-group house competitions could also be organised. Parents could also be invited to these.

### **Club Activities**

Activities like the study of scientific literature, preparation of charts and models and scientific apparatus, collection of material related to science are to be included. Through this activity a teacher can ignite in the pupils a curiosity to discover new things. He can take them on educational trips to zoos, museums, libraries, historical buildings, stock exchanges etc. and also give them knowledge about plants and animals. The group pursuing this activity need not be small and can have 30-35 members.

### **Games**

It is an activity of great importance especially for the adolescent stage. Generally most schools take this activity seriously only at the time of tournaments. Even then only a few students get the opportunity to participate.

All schools are expected to offer facilities to their students, to the extent possible for games. In addition to organising games on all the six days of the week, it has also to be ensured that all students get the opportunity of participating in the games they opt for the maximum number of times possible. The number of times an opportunity to play every game can be provided to a student, will depend upon the facilities of play grounds available to the school on its compound or outside.

Planning of this sort will require serious thinking. A two dimensional weekly time-table will have to be drawn up mentioning the games provided day-wise and involving all the students in one game or the other according to their choice.



The teacher-in-charge will be mainly responsible for the planning part of the activity but its execution by way of supervision and guidance will have to be shared with other teachers. Other teachers assisting in this work, their days of games duty along with games and teams they are required to supervise should be mentioned in the weekly games time-table. Ordinarily, a teacher should not be required to be on duty in connection with games on more than 2-3 days in a week. Inter-class tournaments and inter-school matches should be organized to assess the pupils in the games in which they participate.

### **Sports**

Sports is an activity to which also most schools wake up only at the time of tournaments. Since at least two days in a week are proposed to be allotted in the school time-table to this activity, the teacher in-charge can give the required practice in the track or field events as the case may be to deserving students. Competition at the school or inter-school level or both can be organised with advantage and even used for assessment purposes.

### **Swimming**

Only a few schools which have their own swimming pools or have access to one belonging to another institution can organise this activity. Schools can promote this activity even when a suitable tank etc. is available nearby but this will require adequate safety measures and an experienced coach. No risks should be taken. Wherever possible, this activity should run twice a week and both regular participation by students and quality of performance should be stressed. For evaluation purposes competitions should also be organised.

### **Gymnastics**

Only those schools which have the necessary equipment and a trained teacher can organise this activity. Wherever possible, the students who opt for it should be given the opportunity of participating in it twice a week. Competitions at the inter-class and inter-school level, will help them develop the quality of performance and will also offer teachers opportunities for evaluating them.

### **Scouting and Girl Guiding**

The educational importance of this activity has not been sufficiently recognised by most schools. The aim of this activity is to develop character and impart training in good citizenship. Scouting as an activity



being based on innovative methods and exciting experiences, becomes very interesting to the pupils.

The programme of Scouting and Girl Guiding should be planned in terms of the year, months and weeks and should include 3-4 day camp and hikes. This activity should not be allowed to become stagnant but should go on vigorously. A recruit should not remain a recruit till the end of the session but should successively become a Tender Foot, Second Class Scout, a First Class Scout and so on. All the activities should be planned and executed on the basis of Patrol System and due importance should be given to the Court of Honour. The head of the institution should place adequate funds at the disposal of Scout Troops.

It is often argued that keeping in view the large number of pupils in city schools and a comparative lack of play grounds, it becomes difficult for such schools to provide games or substitute activities of games for every student. It is felt that even after exploiting all available facilities if a large number of students of a school remain without games or a substitute activity of games, the school should organise a vigorous programme of P.T. for at least two days in a week. Schools may also explore the possibility of organising Yogic Exercises which demand small space which every school can spare. Heads of the Institutions endowed with imagination and drive can chalk out other programmes to make up for the deficiency of playing fields.

A sample outline of a time table has been worked out on next page. This could be adopted or adapted by a school for planning different activities.

# SCHOOL EVALUATION SCHEME

Activity-wise Time Table

No. of Playgrounds —

Football	2	Basketball	2
Hockey	2	Volleyball	2
Badminton	2	Kabaddi	2

Sl. No.	Name of the Activity	Total No. of Students	GROUP		Place	Day	Time	Name of the Teacher	Name of the Captain
			No.	Name					
1	2	3	4	5	6	7	8	9	10
1.	Football	140	4	A	Football Ground	Monday,	5 to 6	1.....	1.....
				B	"	Monday,	5 to 6	2.....	2.....
				C	"	Wednesday,	5 to 6	3.....	3.....
				D	"	Wednesday,	5 to 6	4.....	4.....
2.	Hockey	70	2	A	Hockey Ground	Monday,	5 to 6	5.....	1.....
				B	"	Wednesday,	5 to 6	6.....	2.....
				A	Basketball Court	Monday,	5 to 6	7.....	1.....
				B	"	Wednesday,	5 to 6	8.....	2.....
3.	Basketball	90	6	C	"	Friday,	5 to 6	9.....	3.....
				D	"	Monday,	5 to 6	10.....	4.....
				E	"	Wednesday,	5 to 6	11.....	5.....
				F	"	Friday,	5 to 6	12.....	6.....
				A	Volleyball Ground	Monday,	5 to 6	13.....	1.....
				B	"	Monday,	5 to 6	14.....	2.....
4.	Volleyball	120	6	C	"	Wednesday,	5 to 6	15.....	3.....
				D	"	Wednesday,	5 to 6	16.....	4.....
				E	"	Friday,	5 to 6	17.....	5.....
				F	"	Friday,	5 to 6	18.....	6.....
				A	"	"	"	"	"
				B	"	"	"	"	"

1	2	3	4	5	6	7	8	9	10	
5.	Kabaddi	120	6	A B C D E F	Kabaddi Ground " " " " " " " " " " " "	A B A B A B	Monday, Tuesday Monday, Tuesday Wednesday, Thursday Wednesday, Thursday Friday, Saturday Friday, Saturday	5 to 6 5 to 6 5 to 6 5 to 6 5 to 6 5 to 6	19..... 20..... 21..... 22..... 23..... 24.....	1..... 2..... 3..... 4..... 5..... 6.....
6.	Badminton	60	6	A B C D E F	Badminton Court " " " " " " " " " "	A B A B A B	Monday, Tuesday Monday, Tuesday Wednesday, Thursday Wednesday, Thursday Friday, Saturday Friday, Saturday	5 to 6 5 to 6 5 to 6 5 to 6 5 to 6 5 to 6	25..... 26..... 27..... 28..... 29..... 30.....	1..... 2..... 3..... 4..... 5..... 6.....
7.	Kho-Kho	60	2	A B	Hockey Ground " "	A B	Friday, Saturday Friday, Saturday	5 to 6 5 to 6	31..... 32.....	1..... 2.....
8.	Sports	55	55	— —	Football Ground " "	A B	Friday, Saturday Friday, Saturday	5 to 6 5 to 6	33..... 34.....	1..... 2.....
9.	Gymnastics	60	60	—	Suitable Place		Friday, Saturday	5 to 6	35.....	1.....

1. The Head of the Institution will make arrangements for place and time for Scouting, N.C.C. and Social Service etc.

2. If the Head of the Institution desires he may organise these activities for the students of the first shift in the beginning and for the second shift after school hours.

3. The Head of the Institution will keep in mind the facilities available in the school while organising activities under this scheme.

## CHAPTER XI

# The Process of Evaluation

Evaluation being a continuous activity built into the total process of education, is in fact a "process" rather than an event. It is this concept, that permeates the procedures of evaluation for different aspects of pupil growth given below :

### 1. Evaluation of Physical Growth

Evaluation of physical growth as detailed below is what the teacher can undertake without the help of a doctor. Such an evaluation will be able to indicate, before it is too late, where and when medical help has to be sought. If a doctor is available this should be done with his help.

After collecting information about height-weight etc. as shown in the physical health section of the Cumulative Record, the assessment could be attempted as below :

1. Height-weight Ratio : (to get an idea as to whether the pupil is over-weight, under-weight or normal).
2. Range of chest expansion : (to judge the soundness of his respiratory system and the general physique.)
3. General Health : (including remarks on the susceptibility or resistance of a pupil to diseases) This may be arrived at after referring to the health record.

The first two things can be accurately measured with the help of a weighing machine and height and chest measuring instruments.

In order to rate the students, the above qualities may further be spread over a five-point scale with three points defined as given below :

	GRADE
<b>1. Height-Weight Ratio</b>	
Criteria for Rating :	
(a) Normal	A
(b) Slightly under-weight/over-weight	C
(c) Very much under-weight/over-weight	E
<b>2. Range of Chest Expansion</b>	
(a) Above 5 cms. (Rarely or never ill)	A
(b) 3.5 cms. to 5 cms. (occasionally ill)	C
(c) Below 3.5 cms. (often ill)	E

### 3. General Condition of Health

The rating may be done twice a session, i.e. in July and January with the help of the scale given above. Each student should be rated separately for each of the above aspects. The grades should be entered in the Cumulative Record at the appropriate places. Besides such defects like, defective sight, bad teeth, deafness etc. or ailments as require attention and can be detected by the teacher, the follow-up steps taken in the school and by the parents on the recorded defects or ailments too should be mentioned in the Cumulative Record. The above information should also be entered in the Student's Progress Report in order to communicate it to the parents for necessary action at their end. Parents could even be invited to the school for discussion in cases requiring urgent action.

## 2. Assessment of Intelligence

Raw scores obtained by a pupil in intelligence tests are more or less meaningless like any other raw scores. They acquire meaning only when they are converted into standard scores which are obtained by applying a conversion formula to raw scores. A low negative standard score means poor intelligence while a high positive standard score means high intelligence. The teacher should enter the standard score alongwith the raw score in the appropriate columns of the Cumulative Record. These should then be converted into grades as per table given on the next page and entered in the Cumulative Record.



Criteria	Grade
Above + 1.5	A (Superior)
Above 0.5 to 1.5	B (Above Average)
— 0.5 to + 0.5	C (Average)
Below — 0.5 to — 1.5	D (Below Average)
Below — 1.5	E (Dull)

As will be evident from the Cumulative Record, two tests of intelligence are to be administered to the students. One of them should be a verbal group test of intelligence. Since this has a high verbal loading, some otherwise superior students with poor verbal ability may be rated as 'poor' on intelligence. So it will not be fair if the judgement is formed on the basis of this test alone. The other could be a non-verbal group test of intelligence. This would have to be a pure reasoning test not involving much of verbal ability and therefore even the verbally handicapped children are not likely to score low on this, if they are better otherwise. It is, therefore, necessary to consider grades on both the tests while drawing any inference regarding a pupil's scholastic aptitude or academic status. Intelligence tests should be administered only in those schools which have trained teachers for administering intelligence tests.

### 3. Evaluation of Scholastic Achievement

Results of periodical tests, half-yearly and annual examinations shall be reported to the guardians through the Progress Report soon after these tests and examinations are over. Subject-wise total scores of the three periodical tests, half-yearly and yearly examinations have to be entered in the Cumulative Record regularly. The distribution of marks over these tests and examinations could be as follows :—

Three periodic tests	15%
Half-yearly examination	35%
Annual Examination	50%

Subject-wise maximum marks and marks obtained by the student should be entered in the Cumulative Record. Extra columns have been provided in the Cumulative Record for entering the results of students who fail and repeat the same class again. Grand totals over the years may be entered separately for Subjects of External/Public Examinations also.

### 4. Evaluation of Personal and Social Qualities

It is rather difficult for the teacher to assess the personal and social qualities of students. This work becomes all the more difficult when he has

to teach large classes. Under these circumstances it is essential to provide him with some tools for evaluation. These should be reliable and helpful in reaching right conclusions.

Qualities on which all students are to be rated :

1. Discipline
2. Regularity
3. Punctuality
4. Habits of cleanliness

#### *Rating on Discipline*

In case of an appreciative remark in the Anecdotal Record Form of a student, he is to be given 4 marks. If there is no remark in this Form, the student may be given 3 marks. Less than three marks are to be given in case there is a mention of severe misbehaviour or its repetition. The final rating is generally given by finding the average of the marks obtained in the different terms. But in case of a student who shows steady improvement in discipline over the last six months, his last score is to be taken as final and mentioned in the certificate

#### *Rating on Regularity*

The basis of rating on regularity will be the record of attendance in the class and in different activities. Rating could be done on the basis of the table given below :

0	1	2	3	4
0-30%	31-74%	75-80%	81-90%	91-100%

#### *Rating on Punctuality*

Mention of punctuality should be made in the attendance record of the school and of different activities. The attendance of students coming late should be underlined. Assessment is to be done in the same way as that for regularity.

#### *Rating on Habits of Cleanliness*

Keeping in view the importance of social and personal cleanliness of the student, he should be assessed according to the table given below :

His body and clothes are rarely clean and he does not care for social cleanliness.	He is usually dirty and does not usually care for social cleanliness.	He is sometimes found dirty and often does not care for social cleanliness.	He is seldom found dirty and generally cares for social cleanliness.	He is always neat and clean and is careful about social cleanliness. He also encourages other students to be clean.
0	1	2	3	4

The rest of the qualities like emotional stability, sense of responsibility, initiative, industry, co operation and social service are to be assessed on the basis of Anecdotal Records only when evidences in respect of them are available. Only those students, whose achievements have been commendable, should be assessed for these qualities, as only positive things are to be recorded.

### **5. Assessment of Interests**

Interests have been grouped under five main categories viz. literary, artistic, musical, scientific and social service. It is not necessary to evaluate all the students for all the interests. Some students will take interest in one area, others will be interested in more than one. A student will be evaluated only in the category in which he is interested. Keeping in view the intensity and frequency of the desirable behaviour, each student is to be assessed in his area of interest according to the table given below :

He is not interested in any activity.	He takes part in the related activities and sometimes participates in them.	When encouraged, he takes part in related activities.	He starts the related activities of his own accord and takes part in them.	He takes part in related activities of his own accord and continues to do so.
0	1	2	3	4

On the basis of Anecdotal Records teachers should make an assessment twice in a session. Only those students whose achievement has been outstanding in some area or the other are to be assessed.

### **6. Assessment of Attitudes**

It should be compulsory to assess all the students in the area of attitudes. The class teacher, subject teachers and teachers incharge of the activities in which the students participate may meet twice a year for assessing students on attitudes. Instructions regarding rating, categorization and final rating have been given in the related proformas.

### **7. Assessment of Co-curricular Activities**

The proposed scheme makes it compulsory for every student to take part in any one of the activities in the three areas literary, cultural and club activities. A class-wise record has to be filled in and assessment of students taking part in it has to be made twice in a session by the in-charge of the activity. After assessing the students in each term the in-charge of the activity will pass on the assessment to the class-teacher who will enter it in the Progress Report and the Cumulative Record.

## PERIODICAL ASSESSMENTS

### Assessment in the First Term

Criteria for rating every activity have been prepared on a five-point scale and a separate proforma has been evolved for each activity. Marks obtained by each student on the basis of the criteria will be entered in the columns provided for them. These marks will be added and the average calculated. The average score could be converted into grades on the basis of the following table :

<i>Marks</i>	<i>Category</i>
Above 3.5	A
Above 2.5 to 3.5	B
Above 1.5 to 2.5	C
Below 1.5 to 0.5	D
Below 0.5	E

At the end of each term the teachers in-charge of each activity will award grades to the students committed to his care and pass on the proforma of the first term containing details of attendance and grade obtained by each student to the class teacher.

The class teacher will enter the same in the Progress Report. The assessment for the second term shall be made in the same way as in the first term in the columns meant for the second term.

### Final Rating (Annual)

At the end of each academic session the grades obtained in both the terms should be converted into marks and divided by two to arrive at the annual grade. The annual grade could also be determined like the terminal grades on the basis of the table given below :

<i>Marks</i>	<i>Category</i>
Above 3.5	A
Above 2.5 to 3.5	B
Above 1.5 to 2.5	C
Below 1.5 to 0.5	D
Below 0.5	E

The annual grade will be entered in the Progress Report and Cumulative Record Form in the prescribed columns by the class teacher.

## CHAPTER XII

# Instructions Regarding Maintenance of Records of Internal Assessment

When students are admitted, two files may be opened for each section by the class teachers : (a) Cumulative Record Proforma File and (b) Assessment File. The main purpose of the Cumulative Record is to maintain information about each student regarding his progress in all the areas of development from the date of his admission in the school to the day, he/she leaves the school. A session-wise account of his progress and grades obtained by him in scholastic and non-scholastic areas will be available in his Cumulative Record Proforma. The class teacher will keep the file of the Cumulative Record Proformas of each section in his safe custody. The other file will be used for keeping proformas about co-curricular activities, interests, attitudes, personal and social qualities. Entries in the Cumulative Record Proformas will be made on the basis of the records in this file. Each class teacher shall have to be personally responsible for maintaining these files for his class or section of the class, if any.

The proforma of pupil's progress (Progress Reports) is also an important document. Its purpose is to inform the parents from time to



time about a pupil's progress in scholastic and non-scholastic areas so that their cooperation may be sought in promoting the development of the pupil. The Progress Reports shall be filled in by the class teacher and sent to parents at least twice in a session.

### **ENTRIES IN THE CUMULATIVE RECORD PROFORMA**

The class teacher should start making these entries soon after students are admitted.

#### **Personal and Family Background Data**

All the information about the student's personal and family background should be collected in the Internal Assessment Proforma and the information so obtained be attached to the Cumulative Record Form. The bio-data of the pupil will contain full information about the pupil's interests, participation in co-curricular activities, his vocational interests, father's name and vocation, facilities for study at home, place of the student in the family or future plans of study and vocation. In fact, this proforma should be filled in by the father or guardian of the pupil but when it is not possible to do so, the class teacher can fill in himself with the help of the pupil or other persons. The teacher should never miss any opportunity to personally contact the parents or guardians of the students to exchange information about the progress of the students.

#### **Records of Physical Health**

There is no provision for a separate proforma for collecting this information. It should be filled in directly in the Cumulative Record twice every session, i.e., once in July and then in January. (School sessions in India normally extend from July to June).

As far as possible the pupils should be examined by a qualified doctor twice in a session (July and January). Where this facility is not available, only general information about the pupil's health like height, weight, chest measurement (normal and expanded) and such physical defects and diseases (weak eye-sight, bad teeth, deafness etc.) which can be detected by a teacher, should be entered in the Cumulative Record Proforma twice in a year (July and January). The follow-up steps taken in the school and by the parents on the recorded defects or ailments too should be mentioned in the Cumulative Record. The above information should also be entered in the student's Progress Report in order to communicate it to the parents for necessary action at their end.

#### **Record of Attendance**

The attendance of a student should be recorded in his Progress Report after each Periodic test and after Half Yearly and Annual examina-

tions. At the end of the session the total attendance for the year in the class should be entered in the Cumulative Record Proforma.

### **Intelligence Data**

In the beginning of every session students of all classes may as mentioned earlier take two Intelligence Tests—one verbal and the other non-verbal and the related entries be made in Cumulative Record Proforma. This record will provide guidance in promoting the development of the pupil but it is essential to keep it secret. If this information cannot be kept secret in the Cumulative Record, it should be recorded separately. Intelligence Tests should be administered only in those schools where adequate facilities are available.

### **Scholastic Achievement Data**

The results of the periodic tests, half yearly and annual examinations should be communicated periodically to the parents through Progress Reports. Subject-wise total marks obtained by a student in the three tests, half yearly and annual examinations should be entered in the Cumulative Record Proforma. Marks obtained in the External/Public examinations should not be included in this Record. The division of percentage of marks for the three tests, half yearly and annual examinations as mentioned earlier could be 15%, 35% and 50% respectively. The total marks obtained in the year by those students who have passed any external/public examinations are to be entered in the appropriate columns provided in the Cumulative Record Proforma.

### **Collection of Data on Personal and Social Qualities**

As this is a difficult area of assessment, the teacher has to be very careful. It is different from other areas in the following ways :

1. For the purpose of assessment of personal and social qualities evidences will have to be collected mainly through interviews and observation. Students will be observed in different situations such as in the classroom, and outside on the play-fields and outside the school.
2. This assessment will be based not only on the evidence collected by the class teacher but also on the information obtained from other teachers.

These evidences will be recorded in the Anecdotal Record Form and the records will be kept by the class teacher.

### **Record related to Interests**

Desirable behaviour related to the different types of interests have

been mentioned in Chapter IX. Evidence related to the desirable behaviour should be collected on the basis of the work done (articles, pictures, models, music and other activities), observation and interviews. It is expected from the teacher that he will make concerted efforts for the development of interest in the students. It is not essential that every student will be interested in all the areas mentioned in the Cumulative Record. So it is not necessary to assess each student in all the areas. A student should be rated only in the area/areas in which solid evidences are available. The grades obtained in this area will be recorded in the proformas at stated intervals specified for the purpose.

#### **Record related to Attitudes**

It is an important job of a teacher to develop right attitudes in his students towards studies, class-mates, teachers, school programmes and school property. The teacher can make substantial contribution in this area both through example and precept. Student should be encouraged to develop desirable attitudes by creating proper situations. Evidences related to this area should be recorded in the Anecdotal Record Form. These evidences should throw light (positive or negative) on the qualities, interests and attitudes acquired by a student. The assessment on the basis of these evidences should be recorded in the related proforma.

#### **Data on Co-curricular Activities**

Keeping in view the facilities available in the school, the Head of the institution should prepare plans for the organization of different co-curricular activities spread over the whole session. While planning care should be taken to see that every student gets an opportunity to participate in at least one of the activities out of literary, cultural and club activities and at least twice a week in activities, involving physical exertion. Rating of the activities, in which the students participate should be done at least twice in each term on the prescribed forms. Information regarding pupil's participation in the co-curricular activities as well as about the quality of his performance should be communicated to the parents/guardians through the Progress Report by making appropriate entries in the columns, provided for this purpose,

#### **Conclusion**

As has already been stated earlier, the underlying objective of the scheme is the all-round development of the student and thereby make the entire educational effort a more worth-while and meaningful process. The teacher has to play a keyrole in this and the successful realization of the above objective would ultimately depend upon the extent and quality of effort put in by him.

## CHAPTER XIII

# Instructions for Issuing the School Evaluation Certificate

Internal Assessment Certificate is to be issued by the school to all the students leaving the school after the Secondary/Senior Secondary School Examination. It is a very important document and would reflect not only the student's long term picture in the academic area but also throw valuable light on other aspects of his growth. The value of the certificate will depend upon the care and sincerity with which the school maintains and reports the pupil's educational growth. The reputation of the school would ultimately depend upon the respect that its certificate commands in the public. This will have a far reaching effect on the whole system of education in the country. Public confidence in the teacher will also be made or marred by the quality of the certificate that the school would issue. It is hoped that the institutions would come up to the expectations.

## **Contents of the Certificate**

In addition to the identification data, the certificate will have five sections :

- (1) Scholastic Achievement
- (2) Personal and Social Qualities
- (3) Interests
- (4) Attitudes
- (5) Co-curricular Activities

Instructions with regard to filling up each of these are given below :

### **1. Scholastic Achievement**

There are columns for different classes. In case a student fails in a class, no entries are to be made for that year. In each column, subject-wise and aggregate totals of marks obtained in all the examinations conducted by the school viz. the three periodicals, the half yearly and the annual are to be added and entered. These totals would be available in the Cumulative Record and are to be transferred from there to this certificate. Marks obtained in the Board's examination are not to be entered in the certificate.

### **2. Personal and Social Qualities**

Evaluation of Personal and Social Qualities should be made on the basis of the entries in the Cumulative Record. The final grade should be arrived at by striking the average of the grades obtained by a student in all the years of his schooling and should be reported in descriptive terms as given below :

<i>Grade</i>	<i>Description</i>
A	Superior
B	Above average
C	Average
D	Below average
E	Very poor

### **3. & 4. Interests and Attitudes**

Evaluation of interests and attitudes should be reported on the given lines.

### **5. Co-curricular Activities**

Assessment of co-curricular activities should also be reported on the basis of the entries in the Cumulative Record. Only final grades obtained



by the student should be entered against each activity in descriptive terms as given below :

<i>Grade</i>	<i>Description</i>
A	He/She is excellent in...(Name of the activity)
B	He/She is very good in...(Name of the activity)
C	He/She is good in ....(Name of the activity)
D	He/She did not take much interest in co-curricular activities.
E	He/She did not participate in co-curricular activities.

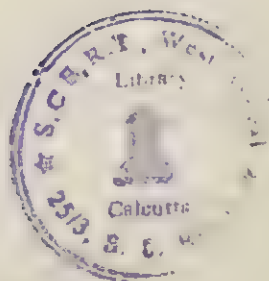
### **When to Issue the Certificate ?**

Certificate forms will have to be sent to schools by the Board well in advance of the examinations of the Board. After making necessary entries, the certificates will be issued to the students by the Head of the institution under his signature alongwith the marks-sheet soon after the results have been announced.

If, suppose, there is some improvement in the student so far as discipline is concerned and if this improvement becomes a permanent feature in the last six months or more of the session in which Internal Assessment Certificate is to be issued, the last improved grade should be mentioned in the certificate.

**PART III**

**THE TOOLS OF ASSESSMENT**





**RATING SCALES  
FOR  
EVALUATING  
PERSONAL AND SOCIAL QUALITIES**

1. Regularity
2. Punctuality
3. Discipline
4. Habits of Cleanliness
5. Emotional Stability
6. Sense of Responsibility
7. Initiative
8. Industry
9. Co-operation
10. Civic Consciousness
11. Spirit of Social Service

THE END OF THE WORLD

BY

J. H. B. H. H. H.

THE END OF THE WORLD

THE END OF THE WORLD

THE END OF THE WORLD



# **RATING SCALES FOR PERSONAL AND SOCIAL QUALITIES**

## **I. REGULARITY** (Percentage of Attendance)

Very frequently irregular 0 to 30 per cent (0)	Often irregular 31 to 74 per cent (1)	Usually regular 75 to 80 per cent (2)	Regular most of the times 81 to 90 per cent (3)	Always regular 91 to 100 per cent (4)
------------------------------------------------------	---------------------------------------------	---------------------------------------------	----------------------------------------------------------	---------------------------------------------

## **II. PUNCTUALITY**

Rarely or never punctual 0 to 30 per cent (0)	Often late 31 to 74 per cent (1)	Usually punctual 75 to 80 per cent (2)	Punctual on most occasions 81 to 90 per cent (3)	Always punctual 91 to 100 per cent (4)
--------------------------------------------------------	----------------------------------------	----------------------------------------------	-----------------------------------------------------------	----------------------------------------------

## **III. DISCIPLINE**

Rarely or never obeys rules and regulations (0)	Occasionally obeys rules and regulations but not courteous (1)	Usually obeys rules and regulations and knows his responsibilities (2)	Obeys rules and regula- tions most of the time, knows responsibility but not always courteous (3)	Always obeys rules and regulations, accepts the role assigned to him and asks others to do the same, is courteous (4)
----------------------------------------------------------	-------------------------------------------------------------------------	------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------

## IV. HABITS OF CLEANLINESS

Rarely keeps his body and clothes and personal belongings clean or pays attention to social cleanliness (0)	Usually clean personally but never cares about social cleanliness (1)	Usually clean personally and cares about social cleanliness (2)	Quite clean most of the time personally and cares about social cleanliness (3)	Always very clean and neat personally, careful about social cleanliness and prompts others to be the same (4)
----------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------	--------------------------------------------------------------------	-----------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------

## V. EMOTIONAL STABILITY

Easily excitable and irritable most of the time (0)	Rarely balanced and rarely composed (1)	Usually well balanced but may lose emotional control under stress (2)	Composed most of the time, keeps emotions under control (3)	Thoroughly composed, rarely (if never) loses temper (4)
--------------------------------------------------------	--------------------------------------------	--------------------------------------------------------------------------	----------------------------------------------------------------	------------------------------------------------------------

## VI. SENSE OF RESPONSIBILITY

Not sincere, shirker, does not assume responsibility (0)	Occasionally assumes responsibility when asked for (1)	Assumes responsibilities if asked for (2)	Sincere, conscious of duties and assumes responsibilities most of the time (3)	Sincere, conscious of his duties, assumes responsibilities willingly (4)
-------------------------------------------------------------	-----------------------------------------------------------	----------------------------------------------	-----------------------------------------------------------------------------------	-----------------------------------------------------------------------------

## VII. INITIATIVE

Lacks creativity and leadership qualities (0)	Initiates but generally needs prodding (1)	Usually self-reliant, occasionally needs to be urged to action (2)	Usually acts on his own, frequently undertakes creative activities without stimulation by others (3)	Highly creative, has leadership qualities, always thinks, plans and acts on his own (4)
--------------------------------------------------	-----------------------------------------------	-----------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------

## VIII. INDUSTRY

Seldom works even under pressure (0)	Needs constant goading (1)	Occasionally needs to be reminded of work (2)	Performs assigned work without reminder (3)	Works hard, seeks additional work (4)
-----------------------------------------	-------------------------------	--------------------------------------------------	------------------------------------------------	------------------------------------------

## IX. CO-OPERATION

Tends to clash with others, disturbs group activity (0)	Occasionally co-operates with others when desired (1)	Works quite harmoniously with others if asked for (2)	Works quite harmoniously with others most of the time (3)	Works with others towards the common goals subordinating his own interest (4)
------------------------------------------------------------	----------------------------------------------------------	----------------------------------------------------------	--------------------------------------------------------------	----------------------------------------------------------------------------------

## X. CIVIC CONSCIOUSNESS

Totally lacks civic consciousness (0)	Displays civic consciousness occasionally (1)	Usually displays civic consciousness (2)	Shows civic consciousness most of the time (3)	Always shows civic consciousness and prompts others to do the same (4)
------------------------------------------	--------------------------------------------------	---------------------------------------------	---------------------------------------------------	---------------------------------------------------------------------------

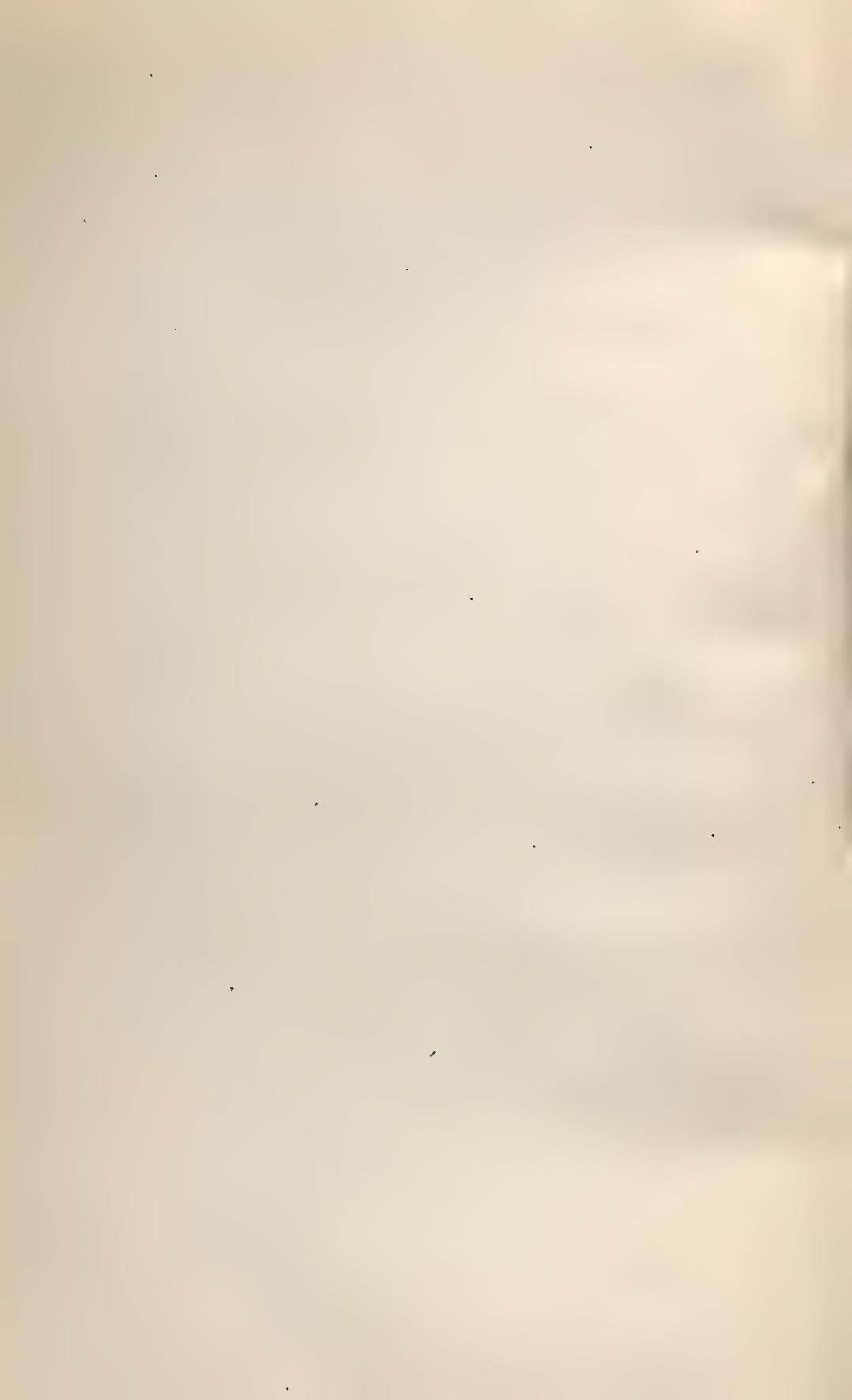
## XI. SPIRIT OF SOCIAL SERVICE

Hostile to social work and never volunteers for any (0)	Participates in social service when asked to do so (1)	Usually participates in social service work (2)	Works for the good of the society and volunteers for social work most of the time (3)	Always works for the good of the society and volunteers for social service work (4)
------------------------------------------------------------	-----------------------------------------------------------	----------------------------------------------------	------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------

## **RATING SCALES FOR EVALUATING INTERESTS**

1. Literary Interests
2. Scientific Interests
3. Musical Interests
4. Artistic Interests
5. Social Service Interests





# RATING SCALES FOR INTERESTS

## I. LITERARY INTERESTS

Not at all interested in reading books and writing articles and in participating in talks and debates (0)	Reads books and writes articles and stories to magazines if asked for but does not participate in talks and debates willingly (1)	Occasionally reads books and writes articles to magazines and participates rarely in talks and debates (2)	Reads many books, writes articles and stories in magazines, and mostly participates in talks and debates (3)	Reads many books, writes articles and stories in magazines, frequently participates in talks and debates (4)
--------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------

## II. SCIENTIFIC INTERESTS

Not interested in preparing charts, models etc. and does not improvise science apparatus and take part in Science Club activities (0)	Prepares charts, models etc. occasionally but does not improvise science apparatus and take part in Science Club activities (1)	Prepares charts, models, etc. and takes part in Science Club activities if asked for (2)	Prepares charts, models, etc. and mostly improvises science apparatus and takes part in Science Club activities (3)	Prepares charts, models and improvises science apparatus of his own and voluntarily takes active part in Science Club activities (4)
------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------

## III. MUSICAL INTERESTS

Has no interest in singing and does not know about the musical instruments (0)	Sings songs in groups and does not know about the musical instruments (1)	Sings songs if asked for and does not know how to play the musical instruments (2)	Sings and enjoys songs individually and knows something about the musical instruments (3)	Sings songs, and plays musical instruments on his own in appreciable manner (4)
-----------------------------------------------------------------------------------	------------------------------------------------------------------------------	---------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------

## IV. ARTISTIC INTERESTS

Has no interest in drawing and painting and in collecting things of artistic nature	(0)	Draws and paints pictures designs, etc. moderately but does not collect things of artistic nature	1)	Draws and paints pictures designs, etc. well and collects things of artistic nature if guidance is given	(2)	Draws and paints pictures designs etc. well and collects things of artistic nature	(3)	Draws and paints pictures etc. well and collects things of artistic nature appreciated by all	(4)
-------------------------------------------------------------------------------------	-----	---------------------------------------------------------------------------------------------------	----	----------------------------------------------------------------------------------------------------------	-----	------------------------------------------------------------------------------------	-----	-----------------------------------------------------------------------------------------------	-----

## V. SOCIAL SERVICE INTERESTS

Has no interest in social functions and others, not contributing to maintaining school discipline and cleanliness	(0)	Joins social organisations and functions rarely helped for; rarely helpful to the needy and interested in maintaining school discipline and cleanliness at times	(1)	Joins social organisations and functions if asked for; occasionally helpful to the needy and interested in maintaining school discipline and cleanliness	(2)	Volunteers to join social organisations and functions, mostly helpful to the needy and interested in maintaining school discipline and cleanliness	(3)	Volunteers to join social organisations and functions, always helpful to the needy and highly interested in maintaining school discipline and cleanliness	(4)
-------------------------------------------------------------------------------------------------------------------	-----	------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----	----------------------------------------------------------------------------------------------------------------------------------------------------------	-----	----------------------------------------------------------------------------------------------------------------------------------------------------	-----	-----------------------------------------------------------------------------------------------------------------------------------------------------------	-----

# RATING SCALES FOR EVALUATING ATTITUDES

1. Attitude Towards Studies
2. Attitude Towards Teachers
3. Attitude Towards Schoolmates
4. Attitude Towards School Programmes
5. Attitude Towards School Property

Div 2 KNU & 2018  
Dated 01/01/2018  
Page 2 of 2

1. Attitude Towards  
Studies  
2. Attitude Towards  
Teachers  
3. Attitude Towards  
Schoolmates  
4. Attitude Towards  
School Programmes  
5. Attitude Towards  
School Property

Page 2 of 2





# RATING SCALES FOR ATTITUDES

## I. ATTITUDE TOWARDS STUDIES

Does not study even when compelled (0)	Studies only when compelled (1)	Usually studies only as much as asked for (2)	Studies most of the time regularly on his own (3)	Studies always regularly on his own (4)
-------------------------------------------	------------------------------------	--------------------------------------------------	------------------------------------------------------	--------------------------------------------

## II. ATTITUDE TOWARDS TEACHERS

Defies teachers and is very disrespectful, asks other students also to do the same and not helpful (0)	Usually respectful and will help when asked (1)	Generally respectful and helpful (2)	Is always respectful but remains indifferent to the questionable behaviour of other students (3)	Is always respectful and helpful (4)
-----------------------------------------------------------------------------------------------------------	----------------------------------------------------	-----------------------------------------	-----------------------------------------------------------------------------------------------------	-----------------------------------------

## III. ATTITUDE TOWARDS SCHOOLMATES

Non-co-operative (0)	Not always helpful but co-operative on occasions (1)	Mostly helpful (2)	Mostly helpful and co-operative (3)	Always highly helpful and co-operative (4)
-------------------------	---------------------------------------------------------	-----------------------	----------------------------------------	-----------------------------------------------

## IV. ATTITUDE TOWARDS SCHOOL PROGRAMMES

Does not participate (0)	Participates when asked by the teacher (1)	Participates only when called by others (2)	Participates willingly whenever required (3)	Is always enthusiastic and takes active part (4)
-----------------------------	--------------------------------------------------	---------------------------------------------------	----------------------------------------------------	--------------------------------------------------------

## V. ATTITUDE TOWARDS SCHOOL PROPERTY

Is indifferent (0)	Usually takes care but does not prevent others from destroying it (1)	Usually takes care and prevents others from destroying it (2)	Generally takes care and prevents others from destroying it (3)	Always takes care and prevents others from destroying it and helps in its upkeep (4)
-----------------------	--------------------------------------------------------------------------------	------------------------------------------------------------------------	--------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------

*Note* : Other attitudes like those towards Socialism, Secularism, Democracy, National Integration, World Peace could also be rated if there are evidences available.

## **RATING SCALES FOR EVALUATING CO-CURRICULAR ACTIVITIES**

1. Library Reading
2. Debating
3. Recitation
4. Creative Writing
5. Talks
6. Club Activities
7. Dramatics
8. Music
9. Dancing
10. Drawing and Painting
11. Artistic Embroidery
12. Scouting
13. Gymnastic/Swimming
14. First-Aid
15. Junior Red Cross
16. Community Service
17. Gardening
18. Craft
19. Games
20. Sports



# RATING SCALES FOR LIBRARY READING

## I. NUMBER OF BOOKS READ IN TERM

Has not read any book (0)	Has read one book only (1)	Has read two books (2)	Has read three books (3)	Has read four or more books (4)
---------------------------------	----------------------------------	------------------------------	--------------------------------	---------------------------------------

## II. COMPREHENSION

Has not read any book (0)	Has comprehended a little of what he has read (1)	Has comprehended some of what he has read (2)	Has comprehended a good deal of what he has read. (3)	Has comprehended most of what he has read (4)
---------------------------------	------------------------------------------------------------	--------------------------------------------------------	----------------------------------------------------------------	--------------------------------------------------------

## III. MAINTENANCE OF RECORD

Does not keep any record at all (0)	Occasionally keeps a record of the names of the books and their authors (1)	Often keeps a record of the names of authors and content of books (2)	Keeps a record of the names of authors and content of books on most of the occasions (3)	Always keeps a record of the names of authors and content of books and writes quotations (4)
----------------------------------------------	-----------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------



## RATING SCALES OF DEBATING

## I. REGULARITY AND PUNCTUALITY

Never participates (0)	Rarely participates (1)	Participates often but neither regularly nor punctually (2)	Participates regularly but not punctually (3)	Participates regularly and punctually (4)
---------------------------	----------------------------	----------------------------------------------------------------------	-----------------------------------------------------	-------------------------------------------------

## II. SUBJECT MATTER

Highly irrelevant, very poor content, no originality (0)	Not quite relevant, shallow content, no originality (1)	Tolerably relevant, satisfactory content, not quite original (2)	Mostly relevant, rich content, somewhat original (3)	Highly relevant, very rich content, highly original (4)
-------------------------------------------------------------------	------------------------------------------------------------------	---------------------------------------------------------------------------	---------------------------------------------------------------	------------------------------------------------------------------

## III. LANGUAGE

Inappropriate, incorrect, no originality (0)	Partially correct and appropriate, no originality (1)	Correct and appro- priate, common place, has no originality (2)	Mostly own, correct and appropriate, somewhat original (3)	Highly appropriate, absolutely correct and very original (4)
-------------------------------------------------------	----------------------------------------------------------------	--------------------------------------------------------------------------	---------------------------------------------------------------------	-----------------------------------------------------------------------

IV. DELIVERY

Faltering, inappropriate gestures and no sequence (0)	Sometimes fluent, appropriate gestures and not good sequence (1)	Rather fluent and appropriate gestures, but not good sequence (2)	Mostly fluent and appropriate gestures, correct sequence (3)	Very fluent, highly appropriate gestures, very good sequence (4)
----------------------------------------------------------	---------------------------------------------------------------------	----------------------------------------------------------------------	-----------------------------------------------------------------	---------------------------------------------------------------------

## RATING SCALES FOR RECITATION

## I. REGULARITY AND PUNCTUALITY

Never Participates	Rarely participates	Participates very often but neither regularly nor punctually	Participates regularly but not punctually	Participates regularly and punctually
(0)	(1)	(2)	(3)	(4)

## II. CORRECTNESS

Highly defective pronunciation, highly inappropriate pauses, deviation from the matter	Needs frequent guidance	Partially correct pronunciation, partially appropriate pauses, rather faithful reproduction of matter	Mostly correct pronunciation, mostly appropriate pauses, faithful reproduction of matter	Highly correct pronunciation, most appropriate pauses, extremely faithful reproduction of matter
(0)	(1)	(2)	(3)	(4)

## III. MODULATION OF VOICE

Highly inappropriate pitch, strength and clarity	Needs frequent guidance	Partially appropriate pitch, strength and clarity	Mostly appropriate pitch, strength and clarity	Highly appropriate pitch, strength and clarity
(0)	(1)	(2)	(3)	(4)

IV. GESTURES

No gestures at all, recites rigidly (0)	Rarely appropriate gestures (1)	Usually appropriate gestures (2)	Mostly appropriate gestures (3)	Highly appropriate and adequate gestures (4)
-----------------------------------------------	---------------------------------------	----------------------------------------	---------------------------------------	----------------------------------------------------

V. EMOTIONAL APEAL

Highly appropriate to the occasion (0)	Needs frequent guidance (1)	Somewhat appropriate to the occasion (2)	Mostly appropriate to the occasion (3)	Highly appropriate to the occasion (4)
----------------------------------------------	-----------------------------------	------------------------------------------------	----------------------------------------------	----------------------------------------------

# **RATING SCALES FOR CREATIVE WRITING**

## **I. REGULARITY AND PUNCTUALITY**

Never participates (0)	Rarely Participates (1)	Participates very often but neither regularly nor punctually (2)	Participates regularly but not punctually (3)	Participates regularly and punctually (4)
---------------------------	----------------------------	---------------------------------------------------------------------------	-----------------------------------------------------	-------------------------------------------------

## **II. SUBJECT MATTER**

Highly irrelevant, very poor content, no originality (0)	Rarely relevant, shallow content, no originality (1)	Tolerably relevant, satis- factory content, some originality (2)	Mostly relevant, rich content, mostly original (3)	Highly relevant, very rich content, highly original (4)
-------------------------------------------------------------------	------------------------------------------------------------	---------------------------------------------------------------------------	----------------------------------------------------------	------------------------------------------------------------------

## **III. LANGUAGE**

Highly inappropriate and incorrect, no originality (0)	Rarely appropriate and correct, no originality (1)	Partially appropriate and correct, some originality (2)	Mostly correct and appropriate, mostly original (3)	Correct, appropriate, highly original (4)
-----------------------------------------------------------------	----------------------------------------------------------	------------------------------------------------------------------	--------------------------------------------------------------	-------------------------------------------------



IV. PRESENTATION

Highly disorganised thought sequence, no originality  (0)	Needs frequent guidance but shows some originality  (1)	Partially organised thought sequence, satisfactory unity of effect, some originality  (2)	Mostly organised thought sequence, good unity of effect and mostly original  (3)	Highly organised thought sequence, very good unity of effect and highly original  (4)
-----------------------------------------------------------------------	---------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------

## RATING SCALES FOR TALKS (SPEECH MAKING)

## I. REGULARITY AND PUNCTUALITY

Never participates	Rarely participates	Participates very often but neither regularly, nor punctually	Participates regularly but not punctually	Participates regularly and punctually
(0)	(1)	(2)	(3)	(4)

## II. SUBJECT MATTER

Highly irrelevant, very poor content, no originality, poor organisation of ideas	Partially relevant, shallow content, some originality and poor organisation	Tolerably relevant, satisfactory content, not quite original ideas, tolerably well organised	Mostly relevant, somewhat original ideas, well organised	Highly relevant, very rich content, highly original ideas, very well organised
(0)	(1)	(2)	(3)	(4)

## III. LANGUAGE

Inappropriate, incorrect, no originality	Partially correct and appropriate, no originality	Correct and appropriate, common place, but no originality	Mostly own, correct and appropriate, somewhat original	Highly appropriate, absolutely correct and very original
(0)	(1)	(2)	(3)	(4)

IV. DELIVERY

Faltering, inappropriate gestures and no sequence (0)	Sometimes faltering, in- appropriate gestures, and not good sequence (1)	Rather fluent and appro- priate gestures, but not good sequence (2)	Mostly fluent and appro- priate gestures, correct sequence (3)	Very fluent, highly appro- priate gestures, very good sequence (4)
----------------------------------------------------------------	--------------------------------------------------------------------------------------	------------------------------------------------------------------------------	-------------------------------------------------------------------------	-----------------------------------------------------------------------------

# **RATING SCALES FOR CLUB ACTIVITIES**

## **(SCIENCE CLUB—AS EXAMPLE)**

### **I. REGULARITY AND PUNCTUALITY**

Never participates (0)	Rarely participates (1)	Participates very often, but neither regularly nor punctually (2)	Participates regularly, but not punctually (3)	Participates regularly and punctually (4)
---------------------------	----------------------------	----------------------------------------------------------------------------	------------------------------------------------------	-------------------------------------------------

### **II. PARTICIPATION**

Never participates actively in the activities of the Club (0)	Occasionally shows interest in the activities of the Club (1)	Engages in activities like reading science literature and collecting material pertaining to scientific knowledge (2)	Also engages in activities like devising apparatus, preparing diagrams, listening to science talks on the radio, etc. (3)	In addition to participation in other activities of the Club, prepares improved apparatus, visits places of scientific interest, meets or likes to meet people working in the field of science, appreciates inventions and discoveries, etc. (4)
------------------------------------------------------------------	------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### **III. PERFORMANCE**

Is not able to produce any thing useful and arrange neatly (0)	Produces very few articles, somewhat neat arrangement (1)	Produces fairly good articles and fairly neat arrangement (2)	Produces good articles and arranges neatly (3)	Produces very good articles and arranges very neatly (4)
-------------------------------------------------------------------	--------------------------------------------------------------	------------------------------------------------------------------	---------------------------------------------------	-------------------------------------------------------------

# **RATING SCALES FOR DRAMATICS**

## **I. REGULARITY AND PUNCTUALITY**

Never participates (0)	Rarely participates (1)	Participates very often but neither regularly nor punctually (2)	Participates regularly but not punctually (3)	Participates regularly and punctually (4)
---------------------------	----------------------------	---------------------------------------------------------------------------	-----------------------------------------------------	-------------------------------------------------

## **II. MAKE-UP**

Highly inappropriate, not at all eye-catching, highly unnatural (0)	Partially appropriate and partially eye- catching (1)	Appropriate, eye-catching, somewhat natural (2)	Mostly appropriate, mostly eye-catching, mostly natural (3)	Highly appropriate, highly eye-catching, highly natural (4)
------------------------------------------------------------------------------	----------------------------------------------------------------	-------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------

## **III. ACTING**

Highly inappropriate, highly unnatural (0)	Needs frequent guidance (1)	Partially graceful, mostly appropriate, mostly natural (2)	Mostly graceful, mostly appropriate, mostly natural (3)	Highly graceful, highly appropriate, highly natural (4)
--------------------------------------------------	-----------------------------------	---------------------------------------------------------------------	------------------------------------------------------------------	------------------------------------------------------------------

## IV. DIALOGUES

Highly inappropriate, highly indistinct, highly ineffective	Rarely appropriate, rarely distinct, rarely effective	Partially correct, partially distinct, partially effective	Mostly correct, mostly distinct, mostly effective	Highly correct, very distinct, highly effective
(0)	(1)	(2)	(3)	(4)

## V. EMOTIONAL APPEAL

Highly inadequate in- tensity and highly in- appropriate to the occasion and role	Rarely adequate inten- sity and rarely appro- priate to the occasion and role	Partially adequate in- tensity, somewhat ap- propriate to the occasion and role	Mostly adequate inten- sity, mostly appropriate to the occasion and role	Highly adequate inten- sity, highly appropriate to the occasion
(0)	(1)	(2)	(3)	(4)



# **RATING SCALES FOR MUSIC**

## **I. REGULARITY AND PUNCTUALITY**

Never participates	Rarely participates	Participates very often, but neither regularly nor punctually	Participates regularly, but not punctually	Participates regularly and punctually
(0)	(1)	(2)	(3)	(4)

## **II. RHYTHM**

Highly inappropriate, very poor intonation and effect	Needs frequent guidance	Somewhat appropriate, somewhat good intonation and effect	Mostly appropriate, mostly good intonation and effect	Highly appropriate, very good intonation and effect
(0)	(1)	(2)	(3)	(4)

## **III. TUNE**

Highly inappropriate, highly irregular	Mostly inappropriate, mostly irregular	Somewhat appropriate, somewhat regular	Mostly appropriate, mostly regular	Highly appropriate, very regular
(0)	(1)	(2)	(3)	(4)

# **RATING SCALES FOR DANCING**

## **I. REGULARITY AND PUNCTUALITY**

Never participates (0)	Rarely participates (1)	Participates very often, but neither regularly nor punctually (2)	Participates regularly, but not punctually (3)	Participates regularly and punctually (4)
------------------------------	-------------------------------	-------------------------------------------------------------------------------	---------------------------------------------------------	----------------------------------------------------

## **II. MOVEMENTS**

Highly inappropriate, artificial, lacks grace (0)	Rarely appropriate, rarely graceful (1)	Partially appropriate, somewhat graceful, somewhat natural (2)	Mostly appropriate, mostly graceful, mostly natural (3)	Highly appropriate, highly graceful, highly natural (4)
---------------------------------------------------------------	-----------------------------------------------	-------------------------------------------------------------------------	------------------------------------------------------------------	------------------------------------------------------------------

## **III. FACIAL EXPRESSIONS**

Highly inappropriate, highly artificial (0)	Rarely appropriate, rarely natural (1)	Partially appropriate, somewhat natural (2)	Mostly appropriate, mostly graceful, mostly natural (3)	Highly appropriate, highly graceful, highly natural (4)
------------------------------------------------------	----------------------------------------------	---------------------------------------------------	------------------------------------------------------------------	------------------------------------------------------------------

IV. MAKE-UP

Highly inappropriate, not at all eye-catching, highly unnatural (0)	Mostly inappropriate, does not catch the eye, mostly unnatural (1)	Partially appropriate, somewhat eye- catching, somewhat natural (2)	Mostly appropriate, mostly eye-catching, mostly natural (3)	Highly appropriate, highly eye-catching, highly natural (4)
------------------------------------------------------------------------------	-----------------------------------------------------------------------------	---------------------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------

# **RATING SCALES FOR DRAWING AND PAINTING**

## **I. REGULARITY AND PUNCTUALITY**

Never participates  (0)	Rarely participates  (1)	Participates very often, but neither regularly nor punctually  (2)	Participates regularly, but not punctually  (3)	Participates regularly and punctually  (4)
----------------------------------	-----------------------------------	-----------------------------------------------------------------------------------	-------------------------------------------------------------	--------------------------------------------------------

## **II. CORRECTNESS**

Totally incorrect shapes of objects and persons and their wrong proportion (0)	Only somewhat correct shapes of objects and persons and inappropriate proportion (1)	Generally correct shapes of objects and persons and some- what appropriate proportion (2)	Mostly correct shapes of objects and persons and mostly appropriate proportion (3)	Correct shapes of objects and persons and appropriate proportion (4)
-----------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------

## **III. COMPOSITION**

Totally wrong perspective and inappropriate placement of objects and persons (0)	Perspective and placement of objects and figures sometimes satisfactory (1)	Perspective and placement of objects and figures generally satisfactory (2)	Perspective and placement of objects and figures mostly satisfactory (3)	Perspective and placement of objects and figures very good (4)
-------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------	-------------------------------------------------------------------------

IV. COLOUR SCHEME

Selection of colours is very inappropriate and the total effect very unsatisfactory (0)	Selection of colours somewhat appropriate and the total effect is somewhat satisfactory (1)	Selection of colours is on the whole appropriate and the total effect is ordinarily satisfactory (2)	Selection of colours is appropriate and the total effect is satisfactory (3)	Selection of colours is very appropriate and the total effect is highly satisfactory (4)
--------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------

# **RATING SCALES FOR ARTISTIC EMBROIDERY**

## **I. REGULARITY AND PUNCTUALITY**

Never participates	Rarely participates	Participates very often, but neither regularly nor punctually	Participates regularly, but not punctually	Participates regularly and punctually
(0)	(1)	(2)	(3)	(4)

## **II. SELECTION OF DESIGN**

Cannot discriminate between a good and a bad design	Can discriminate to a little extent between a good and a bad design	Selects a suitable design	Can select a good design and also improve upon an unsuitable one	Can also create a good design on his own
(0)	(1)	(2)	(3)	(4)

## **III. COLOUR SCHEME**

Does not have an eye for a good colour scheme	Does show a little sense of traditional colour schemes	Works suitably according to traditional colour schemes	Has an inclination for experimenting with new colour schemes with pleasant results	Shows originality in the choice and arrangement of colours
(0)	(1)	(2)	(3)	(4)



IV. STITCHES

Never produces even and regular stitches (0)	Produces a few elementary stitches evenly and regularly (1)	Produces most of the simple stitches evenly and regularly (2)	Produces a variety of complex stitches satisfactorily (3)	Mixes and uses a variety of simple and complex stitches in an original manner to produce new effects (4)
-------------------------------------------------	----------------------------------------------------------------	------------------------------------------------------------------	--------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------

V. PERFORMANCE

Never produces a good specimen of embroidery (0)	Rarely produces a satisfactory specimen of embroidery (1)	Sometime produces neat and simple specimens of embroidery (2)	Mostly produces neat, pleasing, somewhat original specimens of embroidery (3)	Produces specimens, displaying originality and skill in the choice of material, colour and their arrangement (4)
-----------------------------------------------------	--------------------------------------------------------------	------------------------------------------------------------------	----------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------

## RATING SCALES FOR SCOUTING

## I. REGULARITY AND PUNCTUALITY

Never participates	Rarely participates	Participates very often, but neither regularly nor punctually	Participates regularly but not punctually	Participates regularly and punctually
(0)	(1)	(2)	(3)	(4)

## II. INDIVIDUAL DOES GOOD TURNS

Never does them	Does some good turns sometimes	Does good turns often (31 to 60 per cent)	Does good turns more often (61 to 80 per cent)	Does good turns regularly (81 to 100 per cent)
(0)	(1)	(2)	(3)	(4)

## III. SOCIAL SERVICE

Generally does not participate in social service activities	Often participates in social service activities, but does not work with interest	Usually participates in social service activities and works with interest	Participates in social service activities with enthusiasm and shows a sense of duty	Shows extraordinary interest in social service activities, is alive to his duty and takes initiative
(0)	(1)	(2)	(3)	(4)

IV. OBSERVATION OF SCOUT RULES AND PROMISES

Does not know Scout Rules and Promises (0)	Knows Scout Rules and Promises but does not observe them (1)	Knows Scout Rules and Promises and generally observes them (2)	Knows Scout Rules and Promises and observes them with enthusiasm (3)	Observes Scout Rules and Promises in actual life and encourages others to do the same (4)
-----------------------------------------------	-----------------------------------------------------------------	-------------------------------------------------------------------	-------------------------------------------------------------------------	----------------------------------------------------------------------------------------------

V. SCOUT CRAFT

Does not try to make progress (0)	Makes some efforts and succeeds in a quarter of the prescribed course (1)	Makes regular effort and succeeds in half of the prescribed course (2)	Makes regular effort and succeeds in three fourth of the prescribed course (3)	Fully successful in the prescribed course (4)
--------------------------------------	------------------------------------------------------------------------------	---------------------------------------------------------------------------	-----------------------------------------------------------------------------------	--------------------------------------------------

RATING SCALES FOR GYMNASTIC/SWIMMING

I. REGULARITY AND PUNCTUALITY

Never participates  (0)	Rarely participates  (1)	Participates very often, but neither regularly nor punctually  (2)	Participates regularly, but not punctually  (3)	Participates regularly and punctually  (4)
-------------------------------	--------------------------------	--------------------------------------------------------------------------	-------------------------------------------------------	--------------------------------------------------

II. PERFORMANCE

Has no understanding of the techniques  (0)	Has some understanding of the techniques but does not possess essential skills  (1)	Has some understanding of the techniques and possesses some essential skills  (2)	Has some understanding of the techniques and has also acquired essential skills  (3)	Has a thorough understanding of the techniques and has mastered the essential skills  (4)
---------------------------------------------------	-------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------

# **RATING SCALES FOR FIRST-AID**

## **I. REGULARITY AND PUNCTUALITY**

Never participates	Rarely participates	Participates very often, but neither regularly nor punctually	Participates regularly, but not punctually	Participates regularly and punctually
(0)	(1)	(2)	(3)	(4)

## **II. SKILL IN GIVING FIRST-AID**

Lacks basic skills in first-aid	Has only some basic skills in first-aid	Can perform most of the simple and a few difficult tasks in first-aid	Can perform all the simple and most of the difficult tasks in first-aid	Can perform all the simple and difficult tasks in first-aid
(0)	(1)	(2)	(3)	(4)

# **RATING SCALES FOR JUNIOR RED CROSS**

## **I. REGULARITY AND PUNCTUALITY**

Never attends	Rarely attends	Attends very often, but neither regularly nor punctually	Attends regularly, but not punctually	Attends regularly and punctually
(0)	(1)	(2)	(3)	(4)

## **II. PERFORMANCE IN GROUP ACTIVITIES AND CAMPAIGNS**

Does not participate	Participates occasionally	Usually participates actively, but often leaves the task assigned incomplete	Mostly participates actively, completes the assigned tasks and displays good spirit	Always participates actively, completes the assigned tasks and displays good spirit
(0)	(1)	(2)	(3)	(4)



# RATING SCALES FOR COMMUNITY SERVICE

## I. REGULARITY AND PUNCTUALITY

Never participates	Rarely participates	Participates very often, but neither regularly nor punctually	Participates regularly and punctually
(0)	(1)	(2)	(3)
			(4)

## II. COMMUNITY SERVICE

Avoids joining community service activities	Joins community service activities after a little prodding	Joins community service activities when asked	Readily joins community service activities and participates with enthusiasm	Joins community service activities on his own and often initiates and leads them
(0)	(1)	(2)	(3)	(4)

# **RATING SCALES FOR GARDENING**

## **I. REGULARITY AND PUNCTUALITY**

Never attends	Rarely attends	Attends very often, but neither regularly nor punctually	Attends regularly, but not punctually or vice-versa	Attends regularly and punctually
(0)	(1)	(2)	(3)	(4)

## **II. KNOWLEDGE OF BASIC FACTS**

Does not know the basic facts about gardening	Has got average knowledge of basic facts about gardening	Has satisfactory knowledge about how to grow plants	Has good knowledge about steps to be taken for growing good plants	Has good knowledge of a variety of plants, manure and how to cross-breed different plants
(0)	(1)	(2)	(3)	(4)

## **III. CARE**

Does not do any work such as tilling, weeding, watering, manuring, etc.	Works sometime	Normally works	Always does work at the proper time	Always does work at the proper time, reads books on plants and soil care and applies his knowledge
(0)	(1)	(2)	(3)	(4)

# RATING SCALES FOR CRAFT

## I. REGULARITY AND PUNCTUALITY

Never participates (0)	Rarely participates (1)	Participates very often, but neither regularly nor punctually (2)	Participates regularly, but not punctually (3)	Participates regularly and punctually (4)
---------------------------	----------------------------	----------------------------------------------------------------------	---------------------------------------------------	----------------------------------------------

## II. KNOWLEDGE OF DIFFERENT ASPECTS AND MATERIALS

Does not have the basic knowledge about the different aspects of a particular craft and the materials to be used (0)	Has some knowledge about different aspects and materials (1)	Has satisfactory knowledge of different aspects, procedures and materials, but no knowledge about their coordination (2)	Has a good knowledge of different aspects, procedures and materials, and a little knowledge of their coordination (3)	Has a good knowledge of different aspects, procedures, materials and their coordination (4)
-------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------

## III. SKILL IN HANDLING TASKS AND MATERIALS

Does not have any skill (0)	Has some basic skill to handle the materials and to carry out a few elementary procedures (1)	Can handle a variety of materials and carry out some of the procedures satisfactorily (2)	Can handle a variety of materials and carry out most of the procedures satisfactorily (3)	Shows originality of design and scheme in handling the materials and carrying out the required procedures, creates something novel (4)
--------------------------------	--------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------

# **RATING SCALES FOR GAMES**

## **I. REGULARITY AND PUNCTUALITY**

Never participates (0)	Rarely participates (1)	Participates often, but neither regularly nor punctually (2)	Participates regularly but not punctually (3)	Participates regularly and punctually (4)

## **II. DISCIPLINE ON THE FIELD**

Plays foul deliberately (0)	Does not observe rules and challenges the decisions (1)	Observes rules, but criticizes decisions vehemently (2)	Abides by the decisions of the referee, observes rules, but shows displeasure at unfavourable decisions (3)	Observes rules and obeys decisions of the referee and captain without showing any sign of disagreement (4)

## **III. SPORTING SPIRIT**

Always behaves rudely and is easily excitable (0)	Is mostly aggressive in his attitude (1)	Retaliates if some- body plays foul and also does not take defeat cheerfully (2)	Shows tolerance on most of the occasions, but does not always take defeat cheerfully (3)	Shows tolerance even in a tense situation and takes defeat cheerfully (4)

IV. TEAM SPIRIT

Always plays the game without showing mutual understanding with the team-mates (0)	Rarely cooperates with the team-mates (1)	Cooperates with the team-mates only when asked by the captain/teacher (2)	Generally cooperates and shows mutual understanding with the team-mates (3)	Always cooperates and shows complete mutual understanding with the team-mates and the captain (4)
---------------------------------------------------------------------------------------	----------------------------------------------	------------------------------------------------------------------------------	--------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------

V. PERFORMANCE

Has no understanding of the techniques (0)	Shows poor understanding of the techniques (1)	Has some understanding of the techniques but does not possess essential skills (2)	Has some understanding of the techniques and has also acquired essential skills (3)	Has a thorough understanding of the techniques and has mastered the essential skills (4)
-----------------------------------------------	---------------------------------------------------	---------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------

## RATING SCALES FOR SPORTS

## I. REGULARITY AND PUNCTUALITY

Never Participates	Rarely Participates	Participates very often, but neither regularly nor punctually	Participates regularly, but not punctually	Participates regularly and punctually
(0)	(1)	(2)	(3)	(4)

## II. DISCIPLINE ON THE FIELD

Plays foul deliberately	Does not observe rules and challenges the decisions	Observes rules, but criticizes decision vehemently	Abides by the decision of the Referee, observes rules, but shows displeasure at unfavourable decisions	Observes rules and obeys decision of the Referee and Captain without showing any sign of disagreement
(0)	(1)	(2)	(3)	(4)

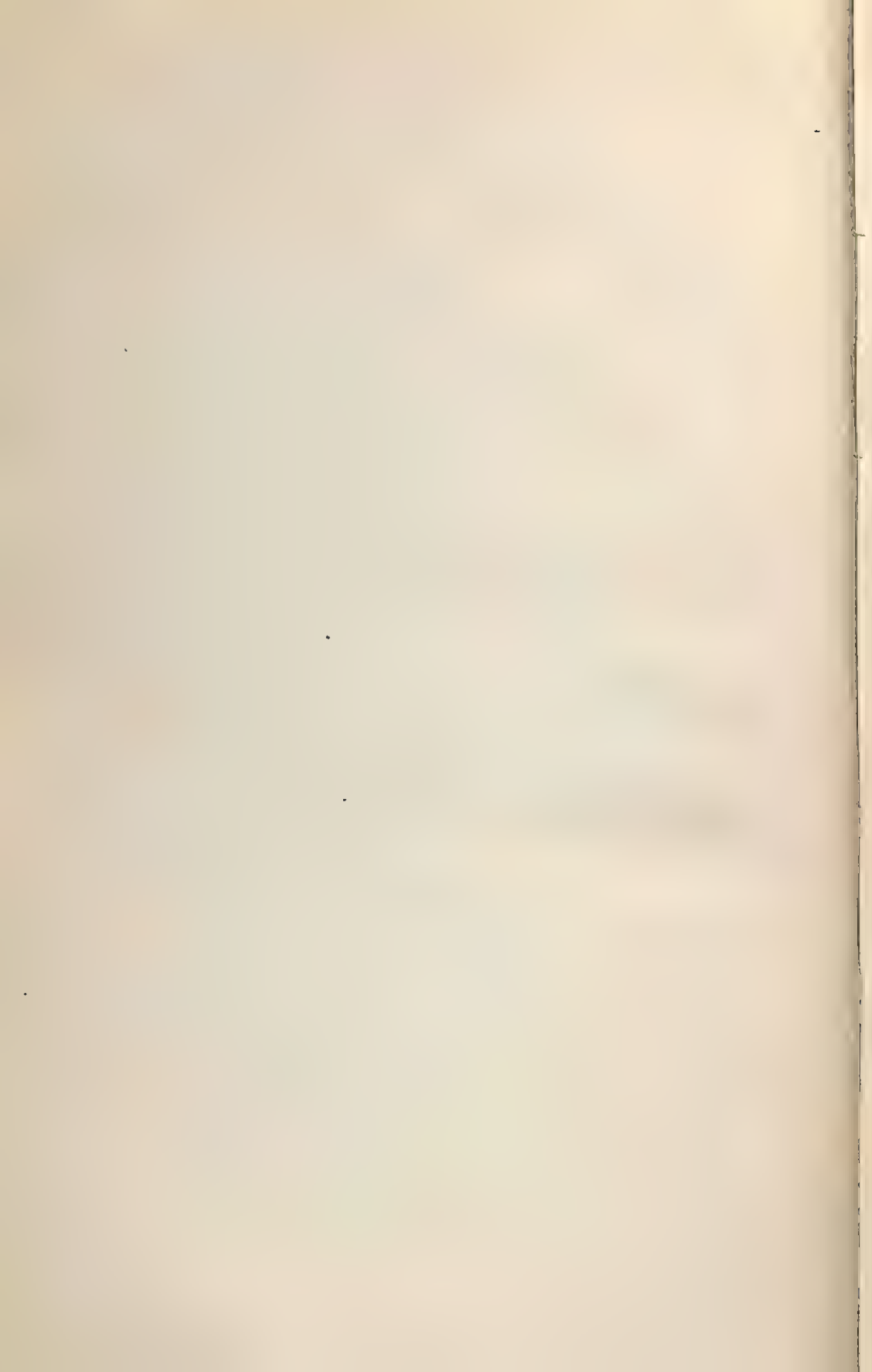
## III. SPORTING SPIRIT

Always behaves rudely and is easily excitable	Is mostly aggressive in his attitude	Retaliates if somebody plays foul and also does not take defeat cheerfully	Shows tolerance on most of the occasions but does not always take defeat cheerfully	Shows tolerance even in a tense situation and takes defeat cheerfully
(0)	(1)	(2)	(3)	(4)



IV. PERFORMANCE

Has no understanding of the techniques (0)	Shows poor understanding of the techniques (1)	Has some understanding of the techniques but does not possess essential skills (2)	Has some understanding of the techniques and has also acquired essential skills (3)	Has a thorough understanding of the techniques and has mastered the essential skills (4)
-----------------------------------------------	---------------------------------------------------	---------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------



**PART IV**

**MAINTENANCE OF INDIVIDUAL RECORDS  
AND  
ISSUE OF CERTIFICATES**

THE GREAT

... ..

...

...

RECORD FORM FOR THE ASSESSMENT OF PERSONAL AND SOCIAL QUALITIES

Name of the School \_\_\_\_\_ Class \_\_\_\_\_ Section \_\_\_\_\_ Session \_\_\_\_\_

Name of the Criterion \_\_\_\_\_  
(Write the one applicable) of cleanliness (v) Emotional stability (vi) Regularity (ii) Punctuality (iii) Discipline (iv) Habits (ix) Cooperation (x) Civic Consciousness (xi) Spirit of Social Service.

S. No.	Name of the Student	Grade for the I term	Grade for the I term converted into marks	Grade for the II term	Grade for the II term converted into marks	Total of marks of the two terms	Average	Annual Grade
1								
2								
3								
4								
5								
6								
7								
8								
...								
...								
...								
30								

Signature of the Class Teacher

RECORD FORM FOR THE ASSESSMENT OF INTERESTS

Name of the School \_\_\_\_\_ Class \_\_\_\_\_ Section \_\_\_\_\_ Session \_\_\_\_\_

Name of the Criterion \_\_\_\_\_  
(Write the one applicable) (iv) Artistic Interests (v) Social Service Interests. (i) Literary Interests (ii) Scientific Interests (iii) Musical Interests

S. No.	Name of the Student	Grade for the I term	Grade for the I term converted into marks	Grade for the II term converted into marks	Total of marks of the two terms	Average	Annual Grade
1							
2							
3							
4							
5							
6							
7							
8							
...							
...							
...							
30							

Signature of the Class Teacher



RECORD FORM FOR THE ASSESSMENT OF ATTITUDES

Name of the School \_\_\_\_\_ Class \_\_\_\_\_ Section \_\_\_\_\_ Session \_\_\_\_\_

Name of the Criterion \_\_\_\_\_ (i) Attitude towards Studies (ii) Attitude towards Teachers  
(Write the one applicable) (iii) Attitude towards School-mates (iv) Attitude towards School Programmes (v) Attitude towards School Property.

S. No.	Name of the Student	Grade for the 1 term	Grade for the 1 term converted into marks	Grade for the II term	Grade for the II term converted into marks	Total of marks of the two terms	Average	Annual Grade
1								
2								
3								
4								
5								
6								
7								
8								
...								
...								
...								
30								

Signature of the Class Teacher

ATTENDANCE IN ACTIVITY AND ITS ASSESSMENT

Name of the School \_\_\_\_\_ Criteria of Assessment : 1. \_\_\_\_\_  
Class \_\_\_\_\_ Section \_\_\_\_\_ (Write the one applicable) 2. \_\_\_\_\_  
Session \_\_\_\_\_ Term \_\_\_\_\_ (i) Gymnastics/Swimming (ii) First Aid  
Name of the Activity Incharge \_\_\_\_\_ (iii) Junior Red Cross (iv) Community Service

S. No.	Name of the Student	A T E N D A N C E																															Total	Assessment for each of the Criteria below	Total	Average	Grade																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
1																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									</

Signature of the Activity Incharge

# ATTENDANCE IN ACTIVITY AND ITS ASSESSMENT

Name of the School \_\_\_\_\_

Class \_\_\_\_\_ Section \_\_\_\_\_

Session \_\_\_\_\_ Term \_\_\_\_\_

Name of the Activity Incharge \_\_\_\_\_

Name of the Activity \_\_\_\_\_

Criteria of Assessment : 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

S. No.	Name of the Student	Name of the Activity (Write the one applicable) (i) Library Reading (ii) Club Activities (iii) Music (iv) Gardening (v) Craft																														Total	Assessment for each of the Criteria below	Total	Average	Grade
		A	T	A	T	E	N	D	A	N	C	E	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
1																																				
2																																				
3																																				
4																																				
5																																				
6																																				
7																																				
8																																				
...																																				
...																																				
...																																				
30																																				

Signature of the Activity Incharge

ATTENDANCE IN ACTIVITY AND ITS ASSESSMENT

Name of the School \_\_\_\_\_ Name of the Activity: \_\_\_\_\_ Criteria of Assessment : 1. \_\_\_\_\_  
Class \_\_\_\_\_ Section \_\_\_\_\_ (Write the one applicable) 2. \_\_\_\_\_  
Session \_\_\_\_\_ Term \_\_\_\_\_ (i) Debating (ii) Creative Writing (iii) Talks 3. \_\_\_\_\_  
Name of the Activity Incharge \_\_\_\_\_ (iv) Dancing (v) Drawing and Painting (vi) Sports 4. \_\_\_\_\_

S. No.	Name of the Student	A T T E N D A N C E																														Total	Assessment for each of the Criteria below	Average	Grade
		A	T	T	E	N	D	A	N	C	E															Total									
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				
1																																			
2																																			
3																																			
4																																			
5																																			
6																																			
7																																			
8																																			
⋮																																			
⋮																																			
⋮																																			
30																																			

Signature of the Activity Incharge

ATTENDANCE IN ACTIVITY AND ITS ASSESSMENT

Name of the School \_\_\_\_\_

Class \_\_\_\_\_ Section \_\_\_\_\_

Session \_\_\_\_\_ Term \_\_\_\_\_

Name of the Activity Incharge \_\_\_\_\_

Name of the Activity \_\_\_\_\_

Criteria of Assessment : 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

S. No.	Name of the Student	Assessment for each of the Criteria below																														Total	Average	Grade																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
		A	T	T	E	N	D	A	N	C	E	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

Signature of the Activity Incharge

# RECORD FORM FOR THE ASSESSMENT OF ACTIVITIES

Name of the School \_\_\_\_\_

Session \_\_\_\_\_

Class \_\_\_\_\_

Section \_\_\_\_\_

Name of the Activity \_\_\_\_\_

Name of the Activity Incharge \_\_\_\_\_

S. No.	Name of the Student	Grade for the I term	Grade for the I term converted into marks	Grade for the I term	Grade for the II term converted into marks	Total of the marks of the two terms	Average	Annual Grade
1								
2								
3								
4								
5								
6								
7								
8								
:								
:								
:								
30								

Signature of the Activity Incharge \_\_\_\_\_





**- FAMILY BACKGROUND FORM**  
**(TO BE FILLED IN BY THE PARENTS OR GUARDIAN)**

The following information about your ward is required in order to enable the school to help him in his educational development. This information will be used for school work only.

1. Father's/Guardian's Name \_\_\_\_\_
2. Relation of the ward with the Guardian \_\_\_\_\_
3. Address \_\_\_\_\_ Telephone No. \_\_\_\_\_
4. Father's occupation \_\_\_\_\_ Post held (if any) \_\_\_\_\_
5. Mother's occupation \_\_\_\_\_ Post held (if any) \_\_\_\_\_
6. Monthly income of the Family (including allowances) \_\_\_\_\_
7. Educational Status (Please mention the stage upto which educated) \_\_\_\_\_

	Age	Educational Status
A. Father		
B. Mother		
C. Brothers 1		
2		
3		
4		
D. Sisters 1		
2		
3		
4		

8. Place of the ward among brothers and sisters \_\_\_\_\_
9. Education you propose for your ward after school education \_\_\_\_\_
10. Which profession do you want your ward to join in future? \_\_\_\_\_
11. Mention any other information that may help teachers in planning future educational programmes for your ward. \_\_\_\_\_

Date \_\_\_\_\_

Signature of Father/Guardian \_\_\_\_\_

**ANECDOTAL RECORD FORM**

Name of the Student.....Class.....Section..... Date.....

Occasion and Place	Incident or Situation as observed by the Teacher (a factual account)	Teacher's Comments and Suggestions, if any

Teacher's signature.....

Date .....

# CUMULATIVE RECORD FORM

Name of the Institution.....

Name of the Student.....

Scholar's Register No.....

Class and Section.....

Date of Birth.....

Date of Admission or Promotion to Class.....

Date of leaving the School.....

## I. Attendance

	Class		Class		Total attendance of Class (Last Session)	Class		Total attendance of Class (Last Session)
	Session	Session	Session	Session		Session	Session	
No. of working days								
No. of days on which Present								
Percentage of attendance								







IV. Personal and Social Qualities

Sl. No.	Qualities ↓	Class and Session →	Class..... Session.....	Class..... Session.....	Class..... Session.....	Class..... Session.....	Class..... Session.....
1.	Category A						
2.	Discipline						
3.	Punctuality						
4.	Regularity						
5.	Cleanliness						
6.	Category B						
7.	Emotional Stability						
8.	Sense of Responsibility						
9.	Initiative						
10.	Industry						
	Co-operation						
	Spirit of Social Service						

## V. Interests and Attitudes

S.N.	Interests and Attitudes	Class and Session	Class..... Session.....	Class..... Session.....	Class ... Session ...	Class ... Session.....	Class..... Session.....
	<b>Interests</b>						
1.	Literary						
2.	Artistic						
3.	Musical						
4.	Scientific						
5.	Social-Service						
	<b>Attitudes towards</b>						
1.	Studies						
2.	Teachers and elders						
3.	School Programmes						
4.	School Property						

## VI. Intelligence

Class and Nature of Intelligence Test	Date of Administering the Test	Raw Score	Standard Score	Grade : (Superior, Above Average, Average, Below Average, Dull)
Class... 1. Verbal Test 2. Non-Verbal Test				
Class... 1. Verbal Test 2. Non-Verbal Test				
Class... 1. Verbal Test 2. Non-Verbal Test				
Class... 1. Verbal Test 2. Non-Verbal Test				
Class... 1. Verbal Test 2. Non-Verbal Test				

VII. Co-curricular Activities

Activities participated in	Class..... Session.....	Class..... Session.....	Class..... Session.....	Class..... Session.....	Class..... Session.....	Class..... Session.....
	Class..... Session.....	Class..... Session.....	Class..... Session.....	Class..... Session.....	Class..... Session.....	Class..... Session.....
I—Literary, Cultural and Club Activities : (one compulsory)						
1.						
2.						
3.						
4.						
II—Other Activities : (one compulsory)						

**VIII. Special Feature or Outstanding Ability**

Class and Session	Any outstanding, distinctive or worth mentioning Ability (which is not covered in the above 8 areas)
Class..... Session.....	
Class..... Session.....	
Class..... Session.....	
Class..... Session.....	
At the end of Class...for School Exam. Passed Candidates	
Class ..... Session	
Class..... Session	
At the end of Class...for the Higher Secondary School Exam. Passed Candidates	

Date .....

Signature of the Headmaster/Headmistress/Principal

## Session ( )

Name of the Institution.....

Name of the Student.....

Class.....

Scholar's Register No.....

Section.....

Date of Birth.....

## I. Scholastic Progress

Subject	PERIODICAL TESTS						Half yearly Examination Marks obtained Max. Marks	Annual Examination Marks obtained Max. Marks	Grand Total Marks obtained Max. Marks	Passed/ Failed	Position in the Class
	FIRST		SECOND		THIRD						
	Marks obtained	Max. Marks	Marks obtained	Max. Marks	Marks obtained	Max. Marks					
Hindi											
English											
Gen. Science											
Social Studies											
Ele. Mathematics											
Opt. Subject.....											
Opt. Subject.....											
Opt. Subject.....											
Total											
Third Language											
Arts and Crafts											
Remarks											
Suggestions											



## II. Attendance

	Periodical Tests		Half-Yearly Exam. 3	Third Periodical Test 4	Annual Examination 5
	First Periodical Test 1	Second Periodical Test 2			
Total No. of meetings upto the end of the previous month.					
No. of meetings attended					
Percentage of attendance					
Remarks					
Suggestions					

**III. Physical Health**

	July	January
Height		
Weight		
1. Grade of height-weight ratio		
Chest (i) Normal (ii) Expanded		
2. Grade of Chest expansion		
Physical Defects or Ailments : (Eye/Ear/Nose/Teeth/Skin)		
3. Grade of General Health		
Any Other Point		
Remarks		
Suggestions regarding Follow-up Steps		

**Note**—Grades mentioned above at Serials 1, 2, 3 indicate the following :—

1. Height-Weight Ratio : A—Normal, C—Slightly over/under weight, E—over/under weight.
2. Chest Expansion : A—above 5 cm., C—3.5 to 5 cm., E—Below 3.5 cm.
3. General Health : A—Rarely or Never fell ill, C—Occasionally ill, E—Often ill.

# IV. Participation in Co-Curricular Activities

Activities	Grade for the 1st Term	Grade for the 2nd Term	Annual Grade
<b>Literary</b> 1. Debate 2. Essay Writing 3. Recitation 4. Drawing and Painting  <b>Cultural</b> 5. Dramatics 6. Music 7. Dancing  <b>Club Activity</b> 8. Science Club 9. Commerce Club  <b>Other activities : (Physical Health and Health Education)</b>  10. Games 1. 2. 3. 11. Sports : Track Events 1. 2. Field Events 1. 12. Swimming 13. Gymnastics 14. N. C. C. 15. Scouting or Guiding 16. Social Service (Community Service) 17. Physical Training 18. Other activities (Approved by the Board)			
Remarks			
Suggestions			

Note : A. means Superior  
       B. means Above Average  
       C. means Average  
       D. means Below Average  
       E. means Very Poor

**V. Social Qualities**

Qualities	Grade for the 1st Term	Grade for the 2nd Term	Annual Grade
Discipline			
Punctuality			
Regularity			
Habit of Cleanliness			

**VI. Attitudes**

Attitudes	Grade for the 1st Term	Grade for the 2nd Term	Annual Grade
Towards Studies			
Towards Teachers			
Towards School Programmes			
Towards School Property			

**VII. Personal Qualities and Interests—Remarks, if any**

	Personal Qualities	Interests
First Term		
Second Term		

**VIII. Suggestions (General)**

.....

.....

.....

.....

.....

Class Teacher's signature

Headmaster's signature

Guardian's signature

1. ....

1. ....

1. ....

2. ....

2. ....

2. ....

3. ....

3. ....

3. ....

4. ....

4. ....

4. ....

5. ....

5. ....

5. ....

**INTERNAL ASSESSMENT CERTIFICATE**

Name of the Institution . . . . .

This is to certify that.....Roll No.....

Son/Daughter of Shri ..... Scholar's Register No.....

Who Passed/Failed at the ..... Examination of .....

.....has got the following achievements to his/her credit in the Internal Assessment carried out according to the Regulations and instructions of the Board :—

**I. Scholastic Achievement**

Subject	Class (19...19...)		Class (19...19...)		Class (19...19 )	
	Max. Marks	Marks Obtained	Max. Marks	Marks Obtained	Max. Marks	Marks Obtained
Hindi						
English						
General Science						
Social Studies						
Elementary Maths.						
Optional 1 .....						
Optional 2 .....						
Optional 3 .....						
Total						
Third Language						
Arts and Crafts						

**Note :—**In each column totals of the marks obtained by a candidate in all the Home Examinations including Periodical Tests have been entered. These marks pertain to the Session in which the candidate has passed the examination.

II. Social Qualities

III. Attitudes

IV Co-curricular Activities

Qualities	Achievement	Attitude towards	Achievement	Activities	Achievement
1 Discipline	.....	1. Studies	.....	(A) Literary cultural & club (Any one is compulsory)	.....
2. Punctuality	.....	2. Teachers	.....	.....	.....
3. Regularity	.....	3. School Programmes	.....	(B) Others involving physical exertion (one is compulsory)	.....
4. Cleanliness	.....	4 School Property	.....	.....	.....
				.....	.....
				.....	.....
				.....	.....
				.....	.....

Special Achievement, if any.....  
.....

Secretary

Signature of the Head of the Institution



## BIBLIOGRAPHY

1. Central Advisory Board of Education, Ministry of Education and Social Welfare, *Report of the Committee on Examinations*, New Delhi, NCERT, July, 1971.
2. Dave R. H. and Srivastava, H. S., Examinations in Secondary Education. *The Fourth Indian Year Book of Education*, New Delhi, NCERT, January 1973, p. 339-370.
3. Department of Curriculum and Evaluation, *Report of the Seventh Conference of Chairmen & Secretaries of the Boards of Secondary Education*, (December 15 to 18, 1965), New Delhi, NIE, NCERT, 1965, p. 181.
4. Department of Curriculum and Evaluation, *Report of the Eighth Conference of Chairmen & Secretaries of the Boards of Secondary Education*. (December 27 to 30, 1967) New Delhi, NIE, NCERT, 1968, p. 147.
5. Directorate of Extension Programmes for Secondary Education, *Studies in Internal Assessment in Secondary Schools*, New Delhi, DEPSE, NCERT, 1960, p. 100.
6. Directorate of Extension Programmes for Secondary Education, *Pupil's Cumulative Record, Manual of Instructions*, New Delhi, DEPSE, NCERT, 1962.
7. Directorate of Extension Programmes for Secondary Education, *Internal Assessment, Procedures and Promotion Policies*, New Delhi, DEPSE, NCERT, 1963, p. 99.
8. Government of India, *Report of the Secondary Education Commission (1952-53)* Reprint, Delhi, The Manager of Publications, 1954.
9. Government of India, *Report of the Education Commission (1964-66) Education and National Development*, Delhi, The Manager of Publications, 1966.
10. Government of India, *National Policy on Education*, Delhi, The Manager of Publications, 1968.
11. National Council of Educational Research and Training, *Scheme of Comprehensive Internal Assessment*, Ajmer, Rajasthan Board of Secondary Education, 1967, p. 20.
12. National Council of Educational Research and Training, *Internal Assessment*, Ajmer, Rajasthan Board of Secondary Education, 1967.
13. National Council of Educational Research and Training, *Scheme of Comprehensive Internal Assessment and the Instructions*, Madras, Directorate of School Education, 1973, p. 54.
14. National Council of Educational Research and Training, *The Fourth Indian Year Book of Education*, New Delhi, 1973, p. 529.
15. Raina, T. N., *Relationship between External Examination and Internal Assessment*, Teacher Education, July 1967.
16. Scottish Council for Research in Education, *Pupils in Profile*, Hodder and Stoughton Ltd., Edinburgh, 1976.
17. Srivastava, H. S., Improved Examinations and the Instructional Programme, *Rajasthan Board Journal of Education*, April 1967.
18. Srivastava, H. S., Examination Reform in India, *Whither Secondary Education, Studies in Indian Education, Series II*, New Delhi, Oxford and IBM Publishing Co., 1973.

19. Srivastava, H. S. and Pritam Singh, *Use of Test Material in Teaching*, NCERT, New Delhi, 1977.
20. Srivastava, H. S. and Shourie, J. P. (Eds.) *Instructional Objectives of School Subjects*, NCERT, New Delhi, 1977.
21. Srivastava, H. S., et. al. *Reforming Examinations—Some Emerging Concepts*, NCERT, New Delhi, 1978.
22. Srivastava, H. S., *Examination Reforms in India*, UNESCO 7, place de fontenoy, 75100 Paris, 1979.
23. Srivastava, H. S. and Pritam Singh, *Evaluation in Elementary Schools*, NCERT, New Delhi, 1979.
24. University Grants Commission, *Examination Reform—A Plan of Action*, New Delhi, University Grants Commission, 1976.













371.26  
SRI

25



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING